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ABSTRACT

Published four times annually by the Texas Junior College Teachers Association (TJCTA), this newsletter provides news about events affecting Texas Junior Colleges and their faculty, chronicles the efforts and activities of the TJCTA, and provides a forum for discourse on topics in community college education. The first issue of the 1987-88 academic year (Fall 1987) discusses the Texas Governor's veto of a $45.3 million group insurance premium for employees at Texas junior and community colleges, includes an article on writing across the disciplines, and presents the TJCTA's code of professional ethics and its position statements on academic integrity, student recruitment and institutional integrity, student retention, academic marketing, faculty development, discretionary compensation, academic freedom and responsibility, faculty evaluation, student conduct, and financial exigency. The Winter 1988 issue highlights small faculty salary increases, including salary data by college; presents an interview with the Texas Lieutenant Governor Bill Hobby; includes an article by William C. Davis on the Texas Academic Skills Test, and information on TJCTA's legal assistance philosophy and procedures. The January 1988 issue provides the program for TJCTA's annual convention, the theme of which was "We Care...We Teach." The Spring 1988 issues includes the text of Carol A. Tavris's convention presentation on the theme of the convention and the role of community college faculty, and an article by Scott Nelson, "Liberal Arts, Cultural Literacy, and All That," describing the need for improved liberal arts education leading to a well-informed populace. (MAB)

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TJCTA Messenger

Volume XIX, Numbers 1-4

Fall 1987 - Spring 1988

Charles L. Burnside, Editor

Texas Junior College Teachers Association

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TJCTA

MESSENGER

A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
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VOLUME XVIV = XIX FALL 1987 NUMBER 1

THE LEGISLATURE GIVETH; THE GOVERNOR TAKETH AWAY

The veto by Gov. Bill Clements of $45.3 million for group insurance premiums for employees at Texas community and junior colleges was called "ill-advised, ill-informed, and ill-timed" by Mary R. Parker, president of the Texas Junior College Teachers Association.

Until the veto, two-year colleges had survived the legislative sessions reasonably well—with biennial funding set at $872.2 million. That figure represented an increase of $61.6 million (or 7.6 percent) over the rate of state funding for fiscal year 1987. The Clements veto reduced community junior college funding to $826.9 million—an increase of $16.2 million (2 percent) over the 1987 funding level.

In his veto message, Clements claimed that state funding for community junior colleges is higher in Texas than in any other state and declared that the increased appropriations voted by the Legislature "exceed what is reasonable for good public policy in these difficult times." Staff members in Clements' budget and planning office have been unable to provide TJCTA officials with research data to support the governor's assertion that Texas two-year colleges are funded at the highest level in the nation.

In a statement following the veto, Ms. Parker said, "I have to believe that Mr. Clements received some grossly inaccurate information and some dreadful political advice. Otherwise the governor's action has to be regarded as a direct slap at the state's two-year colleges, a cruel insult to their 17,500 employees, and an intentional added burden on millions of junior college district taxpayers." The governor's cuts came unexpectedly and without any rational explanation to the institutions and their taxpayers, according to Ms. Parker. "Insult is added to injury when it is recognized that of all the components of the state's higher educa-

(Continued on page 3.)

NOMINATING COMMITTEE INVITES RECOMMENDATIONS

Michael Looney, San Antonio College, chairperson of the TJCTA Nominating Committee, has announced that the committee is inviting recommendations of individuals for consideration as possible nominees for the offices of president-elect, vice president, secretary, and treasurer of the association for 1988-89.

Recommendations should be received by Nov. 1 in order to be considered by the Nominating Committee in its Nov. 7 meeting in Dallas.

Looney pointed out that the committee will not send out questionnaires, or "personal data forms" to prospective candidates this year, but would rely instead on recommendations and information received in response to the *Messenger* announcement.

Recommendations should be sent to:

Michael Looney, Chairperson
TJCTA Nominating Committee
San Antonio College
1300 San Pedro Avenue
San Antonio, Texas 78284

CONFERENCE PLANNED FOR FACULTY LEADERS

E. Jean Walker

Frank Hill

Carl Nelson

Wilhelmina Delco

The eighth annual TJCTA Conference for Faculty Organization leaders will be held Saturday, Oct. 3, at La Mansión Hotel in Austin. The conference will begin at 8:30 a.m., with registration and refreshments. Adjournment is scheduled for 2:30 p.m.

Principal speaker for the opening session will be E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, Atlanta. She will discuss effects of the revised accreditation criteria on the faculty's role in institutional decision-making. Dr. Walker holds the bachelor of arts degree in history from Furman University, the master of arts in history from the University of Florida, and the Ph.D. in higher education from Florida State University. She taught history and was a member of the counseling staff at Brevard Junior College (Cocoa, Fla.) from 1961 to 1966, and was on the higher education faculty at Florida State University in 1968-69. In 1969, Dr. Walker was named dean of student services at Virginia Highlands Community College (Abingdon, Va.). She was appointed dean of the college in 1972, and in 1974 was named president. In 1984, she was appointed to her present position on the professional staff of the regional accrediting association.

(Continued on page 8.)

PRESIDENT'S MESSAGE

We've been working all year to convince our elected officials of the value and needs of community college education. We (or the facts) convinced most of them, as reflected by our relatively good treatment in the appropriations bill the Legislature finally passed. After they had gone home, however, community colleges suffered a severe below from the governor, who deleted $45.3 million in funds for employee insurance. Since state law requires that this insurance be provided, colleges will have to raise property taxes, raise tuition, or cut expenses (which consist mainly of teacher salaries) unless the money is restored by court or legislative action. We will spare no effort to promote such action.

In spite of my frustration and disappointment over the veto, I think I have a great year to be president. Last year's achievements—including computerization of the TJCTA state office and revitalization of the *Legislative Update*—have begun a higher level of communication to and among members. Some very useful projects begun in previous years, such as a guide to analyzing grievance issues, will be completed and put into use this year. And, most importantly, an excellent group of people have agreed to lead and serve on TJCTA committees.

The abilities of this group were quite evident at the June planning retreat for officers and committee chairpersons. At this retreat, we set the budget for the year, and we decided what we want the Association to accomplish during the year. The officers' analysis of TJCTA's finances showed that our reserves had fallen to the minimum comfortable level. In a very harmonious and efficient set of discussions, the group came up with numerous ways to get the job done at lower cost than in previous years. The final result: a balanced budget, leaving the organization $30,000 better off than the continuing trend would have done.

Since most of the work of the Association is done by the committees, much of the planning involves formulating the charges to the committees. In addition to the traditional ongoing duties, we directed the Legislative Committee to investigate and make recommendations on the legal status of teacher liability in Texas. We directed the Professional Development Committee to analyze three issues that the Coordinating Board is dealing with this year: use of part-time faculty, faculty tenure and its impact on hiring, and basic skills testing and remediation.

These are not open-and-shut issues, and the purpose of the analysis is not to "solve" them. What is needed is an authoritative set of relevant facts and a list of the arguments on each side of the issues. A broad and objective analysis of this kind will ensure that the Coordinating Board is informed of the positions and concerns of our members, even when we have not reached consensus within TJCTA. Further, for issues where we have a clear position, the analysis will permit us to support it convincingly and to anticipate counterarguments.

Our organization is poised for a productive year. You can contribute to that accomplishment in several ways: Most fundamentally, you can join for this year; support by over half the eligible faculty is the basis of our power and usefulness as an organization. (If you don't join, you could help us by writing to tell us why not.) You can also encourage your colleagues to join. We want increased membership both to strengthen our organization and to put off the dues increase that would normally be needed next year. (The last increases were in 1980 and 1984.) Your TJCTA campus representative will have some new membership material you can use.

But we need your voice as much as your money. Write to your State Representative. Contribute your ideas to the issue analyses described above. Write to your State Senator. Suggest speakers for your section meetings at the convention. Write to the Lieutenant Governor. Help us use our expanded publication capability by submitting articles or ideas for articles for the *Messenger*. Write to the Governor.

The basis of the broad community support our colleges enjoy is the dedicated and skilled work of their teachers. A major danger of the arbitrary cuts in state funding over the last few years is that they will start a vicious cycle of lower teacher morale, leading to poorer performance, leading to loss of support, leading to more cuts. We must work together to encourage each other and to reinforce our community support, however the political winds blow. TJCTA is our organization for statewide mutual support and action, and I invite you to make use of it.

Mary R. Parker

RESOLUTIONS COMMITTEE INVITES SUGGESTIONS

The TJCTA Resolutions Committee invites individual members and campus faculty organizations to submit ideas and suggestions for proposed resolutions to be submitted at the 1988 convention in Dallas.

Suggestions should be received by Feb. 1, 1988, so that the Resolutions Committee can give ample consideration to the proposals prior to the annual convention. In the meeting of the Resolutions Committee set for Feb. 25, 1988, priority consideration will be given to proposals submitted in advance of the meeting.

Proposed resolutions should be sent to:

Enrique King Chamberlain
Chairperson
TJCTA Resolutions Committee
North Lake College
5001 North MacArthur Boulevard
Irving, Texas 75038

TJCTA
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MARY R. PARKER
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

GOVERNOR VETOES INSURANCE FUNDS

(Continued from page 1.)

tion system, the public community junior colleges are the *only* institutions whose employees' insurance premiums fell under the governor's budget ax," Ms. Parker said. "Thus, junior colleges—which provide instruction for more than 60 percent of the state's college freshmen and sophomores—were the *only* institutions whose state appropriations for instructional programs were cut below current funding levels."

According to Ms. Parker, the governor's action had the net effect of cutting state appropriations to the 49 community junior college districts by more than 5 percent. The harmful effects of the governor's veto are compounded drastically by the fact that the cut in insurance premium funding came just three weeks before the colleges were to begin their new fiscal years, according to Ms. Parker.

Insurance Coverage Required

Under state law, colleges are required to provide basic insurance coverage for their employees. Since 1977, cost of that coverage has been paid by direct state appropriations. Most of the colleges had completed their budget processes, set tuition and local *ad valorem* tax rates, and informed employees of salaries for the 1987-88 academic year when news of the veto of insurance premiums was received, Ms. Parker said. "Many colleges will have no choice but to increase their local property taxes to absorb the loss of state funds, while others, presently taxing at maximum authorized levels or risking rollback elections, will have to resort to cutting programs and increasing student tuition.

"Many of our teachers have not received any pay raises in two years," Ms. Parker said. "And Gov. Clements' action ensures that meaningful raises at many colleges will not be possible for at least two more years.

"We are exploring every way possible to soften the dreadful effects of the governor's veto, but at the present time there appears little prospect of avoiding sizeable program cuts and local tax increases. We think it is important, however, that the students and employees affected by the cuts and the taxpayers whose junior college taxes will increase know that these actions were direct results of Gov. Clements' veto," Ms. Parker said.

HOW MUCH THE VETO COST *YOUR* COLLEGE

For each covered employee, the general appropriations bill provided $1,200 during the first year and $1,380 during the second year of the biennium (monthly amounts of $100 in 1987-88 and $115 in 1988-89). Thus, the Clements veto cut $2,580 *per employee* at each of the 49 public two-year college districts. Approximately 17,500 community junior college employees are covered under the Texas State College and University Employees Insurance Benefits Program. Shown below are estimated amounts of state funds cut from the 1987-89 spending bill by Gov. Clements' veto:

Alamo Community College Dist.	$ 4,061,409
Alvin Community College	719,419
Amarillo College	1,245,547
American Educational Complex	923,412
Angelina College	378,508
Austin Community College	1,543,511
Bee County College	561,004
Blinn College	547,626
Brazosport College	426,807
Cisco Junior College	295,287
Clarendon College	158,369
College of the Mainland	719,419
Collin County Community College	314,063
Cooke County College	330,163
Dallas Co. Comm. College Dist.	5,527,051
Del Mar College	1,731,404
El Paso Community College	1,755,576
Frank Phillips College	222,815
Galveston College	391,932
Grayson County College	665,722
Hill College	190,569
Houston Community College	2,206,513
Howard College	493,928
Kilgore College	891,212
Laredo Junior College	920,737
Lee College	751,619
McLennan Community College	909,988
Midland College	561,004
Navarro College	383,859
North Harris County College Dist.	1,076,430
Northeast Texas Community Coll.	195,966
Odessa College	1,014,660
Panola Junior College	233,518
Paris Junior College	504,678
Ranger Junior College	169,117
San Jacinto College District	2,160,887
South Plains College	813,343
Southwest Texas Junior College	416,059
Tarrant County Junior Coll. Dist.	3,140,674
Temple Junior College	442,908
Texarkana College	716,743
Texas Southmost College	920,737
Trinity Valley Community Coll.	654,974
Tyler Junior College	1,079,106
Vernon Regional Junior College	346,262
The Victoria College	499,325
Weatherford College	281,863
Western Texas College	305,990
Wharton County Junior College	550,301
Total	*$45,352,014*

INSURANCE VETO "UNEXPECTED AND IRRATIONAL"

TJCTA leaders and community junior college representatives were unanimous in their immediate and harsh reaction to Gov. Bill Clements' veto of appropriations for employees' insurance premiums.

The governor's action caught almost everyone by surprise. "Despite his statement that he would use the line-item veto power carefully and 'only after talking with representatives of the agencies affected and chairmen of key legislative committees,' we have been unable to find a single person outside the governor's budget and planning office who had any idea he was looking for ways to cut junior college funding," said TJCTA executive secretary Charles Burnside. As late as July 13, during the intense budget negotiations involving Gov. Clements, Lt. Gov. Hobby, and House Speaker Gib Lewis, the governor proposed junior college funding at $834.9 million for the biennium. On the following day (July 14), Clements and Lewis proposed funding at $863.3 million. The budget finally agreed on in those negotiations provided for appropriations of $872.2 million.

"Everyone involved in the process—except, as it turned out, Gov. Clements—thought an agreement had been reached," Burnside said. Although junior college funding in the Clements-Hobby-Lewis budget was lower than hoped for, most junior college representatives felt it was the best that could be obtained in view of the state's dismal fiscal condition. Then came the Clements veto cutting $45.3 million from junior college appropriations, leaving funding for the two-year colleges at $826.9 million—*less than the governor had himself proposed only three weeks earlier!*

In discussions involving junior college representatives, Bob Davis, head of the governor's budget office, is quoted as saying that his office "never considered community colleges as part of higher education." Davis also explained the veto of insurance premiums for junior college employees by saying that the item was "hanging out there and easy to veto," sources said. "Evidently, Mr. Clements and his staff were not concerned about the effects his veto would have on 49 community college districts—and on their taxpayers, students, and employees," said TJCTA state president Mary Parker. "So with one stroke of the pen, and obviously with little concern for the negative effects of his action, the governor singlehandedly cut state funding for community colleges by 5 percent."

The Challenge for Community Colleges:

Writing Across the Disciplines

Marlette Rebhorn
Instructor of History
Austin Community College

One of the major challenges facing community colleges in the future will be to increase the literacy of students poorly prepared to read with adequate comprehension or to write clearly. Long sequestered in the confines of the English department, these skills must, as it were, come out of the closet to be practiced and refined throughout the curriculum. Community colleges, with their remedial programs, dedicated faculty, retesting concepts, open admissions, and student-centered philosophy, are uniquely qualified to help students become better writers and readers.

I am a historian, and it should be obvious why history requires satisfactory writing and reading skills. My colleagues have always required a writing component in their classes, but recently they have committed themselves to assigning and grading more carefully constructed writing exercises, even though, teaching as many as 180 students each semester, each instructor struggles under a staggering load of time-consuming grading. What may not be as obvious, however, is that writing well is equally important beyond the traditional liberal arts.

A nurse who writes sloppy notes on patient progress can seriously impair patient care. A typesetter who makes too many grammar and spelling errors when setting type can cause a printer to lose business and may lose his job as a result. A draftsman whose proposal is illiterate may not get the contract. An accountant who cannot logically explain her findings may not be able to do her job. A police officer who writes ungrammatical arrest reports may find his or her testimony challenged in court. In short, writing is everyone's problem and hence everyone's concern. Community colleges, which teach courses not only in the traditional liberal arts, but nursing, accounting, typesetting, and criminal justice as well, are especially well suited to spearhead the nationwide movement called Writing Across the Disciplines which encourages all faculty to assign and grade writing exercises in an attempt to improve student skills for college and beyond.

But where do we begin? It is tempting to assume that the mere *assigning* of writing exercises is sufficient. On the contrary, for student performance to improve such exercises must be graded for both content *and* errors of organization, spelling, and grammar. Unless students' attention is drawn to the mistakes they have made, they will not know *how* to improve their skills. Likewise, unless students are encouraged to take writing seriously by being graded on their writing performance, they will not strive to improve their skills. Piling more make-work essays on students, essays which are poorly conceived and graded for content only (if graded at all), will not substantially affect how they write. Only well crafted writing assignments, carefully graded, allow students to become more skillful writers.

The second fundamental error some people make when they begin taking writing seriously is insisting that writing *more* means writing *better*. It does not! The skills required for a 5-page paper are substantially the same as those for a 25-page paper. Moreoever, since the 5-page paper is easier to grade, the student receives it back faster, with more detailed instructor comments. Educational research demonstrates that faster, more accurate feedback dramatically helps improve student performance.

What community colleges must do is to proclaim forcefully that writing better *is* important for everyone, and show why this is so. Colleges must then encourage *all* instructors in *all disciplines* to assign carefully conceived writing assignments which are graded fairly, but firmly. In short, community colleges should embrace Writing Across the Disciplines as their special mission, for we teach the students most likely to need such education, and we are philosophically committed to helping all students reach their potential.

If we agree that Writing Across the Disciplines is an idea whose time has come, we must be prepared to make perhaps difficult decisions as a result. Overworked and underpaid teachers on the secondary and community college level have had to rely increasingly on objective tests to keep their work loads manageable. An emphasis on writing, therefore, logically suggests reducing course loads or class sizes or both. Keeping up with new developments and interpretations in any field is time-consuming, and if we urge instructors to spend more time assigning and grading writing projects, *Community colleges must proclaim forcefully that writing better is important for everyone.*

we cannot expect teachers to stay current in their special fields at the same time unless we reduce the number of students with whom they must deal.

Likewise, we must be prepared to pay teachers decent, competitive salaries. A brand new Ph.D. without teaching experience now earns less than $20,000 on a nine-month contract at my college. Not only is this figure so low as to make it virtually impossible to attract or keep qualified minority instructors, but it is significantly lower than the beginning salary paid in the secondary schools in Austin. Dedicated teachers, therefore, regularly overload themselves beyond the five courses per semester required by our contracts, or they frequently seek additional jobs. Inevitably, instructors have less time to spend with student assignments. If improving student reading and writing skills is important, as I believe it is, we must put our money where our mouth is, and upgrade teacher salaries.

Moreover, we must be prepared to accept that an emphasis on reading and writing will have a disproportionate impact on certain student groups, such as minorities and foreign students, whose skills are frequently inadequate. Unless accompanied by sensitive and well-conceived remedial programs, Writing Across the Disciplines could result in lower retention rates, and perhaps even in perpetuating the development of an underclass.

Finally, we cannot reasonably expect to see immediate results, no matter how much money we allocate or effort we expend. Students in my history classes who have never written an essay in their lives, nor attempted a research paper, nor read critically, do not improve overnight. They are doing *better* after 16 weeks, of course, but their skills still leave much to be desired. Improving students' reading and writing skills is vitally necessary, but we are in for the long haul, as it were. You would not expect someone who had never walked to become a successful marathon runner in 16 weeks. The same is true for reading and writing skills.

To say that the process takes time and that difficult decisions must be made, however, should not deter community colleges from doing what is morally responsible for our students. Historically, those with poor communication skills have found jobs in industries requiring brute strength, from the laying of the transcontinental railroad in the 19th Century, to working on the line at Detroit in the 20th. Such jobs are now disappearing, however, as robots replace humans. The technological revolution we hear so much about today requires satisfactory reading and writing skills from those who would find and keep good jobs. One of the major challenges confronting community colleges today, therefore, is to prepare students to succeed in their transformed economy. To borrow a phrase from John Kennedy, "If not us, who? If not now, when?"

Ms. Rebhorn holds the B.A. degree from the University of Pennsylvania and the M.A. and Ph.D. degrees from The University of Texas at Austin. She has been on the history faculty of Austin Community College since 1978.

ADVISORY PANEL NAMED FOR BASIC SKILLS TEST

Nineteen educators from across the state have been appointed to two-year terms on an advisory panel to help implement the basic skills test for college freshmen mandated by the 70th Legislature to begin in 1989. The test is based on recommendations by the Select Committee on Higher Education.

Jan LeCroy

The panel, to be called the Texas Higher Education Coordinating Board's Council on Learning Excellence, will include nine community junior college educators (eight of whom are active TJCTA members). Jan LeCroy, chancellor of the Dallas County Community College District, will chair the council. LeCroy, who is retiring from his DCCCD post, will continue to serve on the advisory panel.

Other TJCTA members appointed to the council include Ann Faulkner, coordinator of the Learning Skills Center at Mountain View College; Irma Aguilar, assistant professor in the Nursing Department at Odessa College; John Grable, vice president, Brazosport College; Jose Roberto Juárez, vice president for instruction, Laredo Junior College; Hazelyn Lewis, associate professor of English, St. Philip's College; Gail Platt, director of the Learning Center, South Plains College; and Stephen Rodi, chairperson of the mathematics and physical sciences division, Austin Community College. Also named to the panel was Roberto Reyes, dean of educational development, El Paso Community College.

Much of the council's work will be done by committees. Each public post-secondary institution in Texas has been invited to name a campus representative to serve on one of the committees.

Some committees will work with the testing company to develop the test, while others will work with the institutions. A faculty development committee will look into training faculty members to teach remedial and developmental courses. A tests and measurements committee will examine the policies and procedures that will be needed for the basic skills test, and an evaluation committee will decide what data should be collected and what type of reports should be written to meet the mandates of the law. There will also be a remediation committee, chaired by Ann Faulkner, and an advisement and placement committee.

SCHEDULE OF COMMITTEE MEETINGS

(Note: All committees are subject to additional meetings as called by their chairpersons. Ending times for meetings are indicated to facilitate planning travel arrangements. Meetings will end not later than times indicated.)

EXECUTIVE COMMITTEE
Friday, October 2, 1987, 4:30–6:00 p.m., DeWitt Room–South, La Mansión Hotel, 6505 IH-35 North, Austin
Friday, December 4, 1987, 6:00–10:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Saturday, December 5, 1987, 9:00 a.m.–4:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Wednesday, February 24, 1988, 6:00–10:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Thursday, February 25, 1988, 4:00–5:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas
Saturday, February 27, 1988, 12:00 Noon–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

PROFESSIONAL DEVELOPMENT COMMITTEE
Friday, October 2, 1987, 3:00–6:00 p.m., DeWitt Room–North, La Mansión Hotel, 6505 IH-35, North, Austin
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

LEGISLATIVE COMMITTEE
Saturday, October 17, 1987, 11:00 a.m.–4:00 p.m., Room 201, Love Field Terminal, Dallas
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

MEMBERSHIP SERVICES COMMITTEE
Saturday, October 24, 1987, 11:00 a.m.–4:00 p.m., Room 201, Love Field Terminal, Dallas
Thursday, February 25, 1988, 1:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

NOMINATING COMMITTEE
Saturday, November 7, 1987, 10:00 a.m.–2:00 p.m., Room 201, Love Field Terminal, Dallas

RESOLUTION COMMITTEE
Thursday, February 25, 1988, 3:00–5:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

AUDITING COMMITTEE
Thursday, February 25, 1988, 2:00–3:00 p.m., Loews Anatole Hotel, 2201 Stemmons Freeway, Dallas

TJCTA OFFICERS AND COMMITTEE CHAIRPERSONS met in June over a period of four days for intensive discussions and planning of association activities for the coming year. The agenda for the retreat included development of charges to the committees and a schedule for the 1988 state convention. Retreat participants, pictured above, were: Standing, left-to-right, Ruth McQueen, Amarillo College, membership committee; Scott Nelson, North Harris County College–East Campus, editorial review board; David Clinkscale, Tarrant County Junior College–Northwest Campus, state secretary; Donnelle Attner, Eastfield College, registration committee; Steve Dutton, Amarillo College, professional development committee; Mary Parker, Austin Community College, state president; Doris Huibregtse, Howard College, immediate past president; Ann Steele, Austin Community College, social committee; Les Albin, Austin Community College, auditing committee; John Forshee, Western Texas College, legislative committee; Mike Looney, San Antonio College, nominating committee. Seated, left-to-right, Emmeline Dodd, College of the Mainland, state treasurer; Margaret Harbaugh, McLennan Community College, state vice president; and Larry Shirts, North Harris County College–South Campus, state president-elect. Not pictured is Enrique Chamberlain, North Lake College, resolutions committee.

TJCTA PRESIDENT APPOINTED TO TWO STATE COMMITTEES

TJCTA State President Mary R. Parker, mathematics instructor at Austin Community College, has been appointed to two committees created by the Texas Higher Education Coordinating Board. In each instance, Ms. Parker is the only classroom teacher appointed to the panel.

She will serve on the Public Community Junior College and Tecnical Institutes Formula Advisory Committee and on the Community Colleges and Technical Institutes Communications Advisory Committee.

The formula advisory committee consists of 15 educators from associate degree-granting institutions and two laypersons. Co-chaired by Marvin L. Baker, president of South Plains College, and C. A. Roberson, executive vice chancellor of the Tarrant County Junior College District, the panel is responsible for reviewing audited data regarding instructional and support costs for state-funded programs at public community junior colleges, the campuses of Texas State Technical Institute, and the Port Arthur and Orange campuses of Lamar University. Based on the committee's findings, recommendations concerning contact-hour formula rates will be presented to the Coordinating Board for its use in development of budget requests to the 71st Legislature in 1989.

The communications advisory committee is composed of 16 members. The three broad charges of the panel are to: (1) develop a public information plan to "build a more coherent statewide image for community-based institutions;" (2) establish a communications network to "promote more effective linkages among principal associations representing the comprehensive mission of our institutions;" and (3) mobilize collective efforts "toward the achievement of common goals reflecting those developed in the Master Plan of Vocational Education." Chairperson of the communications advisory committee is L. B. York, who chairs the board of trustees of the North Harris County College District and serves on the board of directors of the Association of Community College Trustees (ACCT).

Ms. Parker's appointments to the two panels were made by Kenneth H. Ashworth, Texas commissioner of higher education.

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 41st annual convention, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the headquarters hotel.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. Reservations by telephone are not recommended.

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988

9:00 a.m.- 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 p.m.- 3:30 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 p.m.- 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.- 7:00 p.m.	—Social Hour (cash bar)
7:00 p.m.- 9:00 p.m.	—**FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 26, 1988

7:30 a.m.- 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.- 5:00 p.m.	—Convention Registration
8:00 a.m.- 5:00 p.m.	—Exhibits Open
8:00 a.m.- 5:00 p.m.	—Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.- 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
2:00 p.m.- 4:00 p.m.	—**SECOND GENERAL SESSION**
4:30 p.m.- 6:00 p.m.	—Special Meetings (to be announced)
9:00 p.m.- 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge *only*)

SATURDAY, FEBRUARY 27, 1988

8:00 a.m.-11:30 a.m.	—Convention Registration
8:00 a.m.-11:30 a.m.	—Exhibits Open
9:00 a.m.-10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon- 3:00 p.m.	—Special Meetings (to be announced)

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

HOTEL RESERVATION FORM

MAIL TO: Loews Anatole Hotel — 2201 Stemmons Freeway — Dallas, Texas 75207

Please reserve ________ room(s) of the type(s) checked below:
(Please note: Hotel policy permits a maximum of three guests per room.)

Check accommodations desired:	Rate:
____Single Room (1 person)	$72
____Double Room (2 persons)	$78
____Triple Room (3 persons)	$84

Arrival Date: Feb. ______, 1988   Arrival Time: *________ ____.m.   Departure Date: Feb. ______, 1988

(Hotel check-in time is 4:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6 p.m., unless arrival is guaranteed by American Express, Diner's Club, or Carte Blanche credit card or advance payment of one day's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ________________________ *Number* ____________________ *Expiration Date* ____________

IMPORTANT INFORMATION: The Loews Anatole Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ________________________________ Phone A/C ________ - ____________

Address ________________________________ City ____________________ State __________ ZIP ____________

ROOM(S) WILL BE OCCUPIED BY:

Name *(please print)*	Address	City/State/ZIP Code

CONFERENCE PLANNED FOR FACULTY LEADERS

(Continued from page 1.)

The conference's second session will feature a discussion of "Recent Developments in Case Law Affecting Faculty Rights," by Frank Hill, senior partner with the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, of Arlington. Mr. Hill holds a bachelor's degree in English from the University of Texas at Arlington and received his law degree from Southern Methodist University School of Law in 1966. His law firm, founded in 1972, now includes almost 30 practicing attorneys, several of whom are recognized as specialists in legal matters involving rights of teachers.

Speaker for the Noon luncheon meeting will be Carl M. Nelson, president of Texarkana College since 1975. Dr. Nelson holds B.S., M.Ed., and Ed.D. degrees from the University of Arkansas. Prior to assuming the Texarkana presidency, he was associate dean at El Centro College. Dr. Nelson will address the conference on "A President's Perspective of the Role of the Faculty in Decision-Making."

The closing session will feature an address by State Rep. Wilhelmina Delco, of Austin. Since 1979, Rep. Delco has chaired the Committee on Higher Education of the Texas House of Representatives. She also served as a member of the Select Committee on Higher Education created in the 1985 legislative session. Rep. Delco holds the bachelor of arts degree from Fisk University. She has served on numerous state, regional, and national boards and commissions concerned with the advancement of higher education. In the 1984 convention of the Texas Junior College Teachers Association, Rep. Delco was recognized as "TJCTA Legislator of the Year" for her activities in support of the legislative goals of the association.

TJCTA state president Mary Parker has sent invitations to leaders of local faculty organizations inviting them to participate in this year's conference.

Arrangements for the conference were developed by a subcommittee of the TJCTA Professional Development Committee. Subcommittee members are Ray Attner, Brookhaven College, chairperson; Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartman, Texarkana College.

TJCTA DEFENDS RETIREMENT PROGRAMS

A major objective of TJCTA's efforts during the regular and called sessions of the Texas Legislature was to defeat proposed cuts in state funding to the Teacher Retirement System (TRS) and the Optional Retirement Programs (ORP). Under state law, each higher education professional employee must participate in one of the programs—selected by the employee within 90 days of initial employment. The two plans are almost totally different—both in concept and operation—making comparison quite difficult.

The Teacher Retirement System is a "defined benefits" plan, under which a member's retirement benefit (based on current law) will be 2 percent of average salary in the highest three years, multiplied by the number of years of active TRS participation. (Thus, after 30 years of service, a member's maximum benefit would be 60 percent [30 *x* 2%] of average salary over the three years in which covered earnings were the highest.)

State TRS contributions were reduced during the legislative session from 8 percent to 7.2 percent. Texas Gov. Bill Clements recommended the reduced contribution rate, principally to save the state $144 million during the biennium. TJCTA representatives joined spokespersons from virtually all other educator organizations in opposing the reduction in funding. Those defending the reduced contribution level insisted that the System's actuarial soundness would not be jeopardized and that no reduction in benefits would result. Indeed, supporters of the lower funding level tied that proposal to provisions increasing the TRS death benefit to $60,000 and raising benefits to retirees as follows:

Date of Retirement	*Percent Increase*
Prior to Sept. 1, 1966	20%
Sept. 1, 1966-Sept. 1, 1972	15%
Sept. 1, 1972-Sept. 1, 1980	10%
Sept. 1, 1980-Sept. 1, 1984	5%

The bill was passed, and the benefit increases and reduced contribution level went into effect Sept. 1.

A major advantage for TRS members resulted from a change in the law allowing participants' payments (6.4 percent of salary) to be tax-sheltered. Consequently, members will receive increased take-home pay beginning Jan. 1, 1988, when the change takes effect.

While the reduced state contributions for TRS participants will not result in a change in benefits, a proposal to cut state contributions to the Optional Retirement Program would directly affect ORP annuitants' benefits. In his executive policy budget submitted to the Legislature last January, Gov. Clements recommended reducing state ORP contributions from 8.5 percent to 7.0 percent.

The major distinction between ORP and TRS is that ORP is a "cash accumulation" or "money purchase" program, in which the retirement benefit will be whatever the payments and earnings through the years can produce. Thus, a cut in state contributions as recommended by Clements would absolutely guarantee reduced benefits. (For an instructor earning $30,000 in 12 months, a 1.5 percent reduction in state contributions would result in the loss of $450 cash investment in the first year *alone*, without consideration of loss of earnings on that investment or the compounding effects over the life of an annuity contract.)

Again, TJCTA representatives joined with those of other educator associations in opposing efforts to reduce state ORP contributions. In testifying against a bill to reduce the state contribution from 8.5 percent to 7.5 percent for the next two years, TJCTA executive secretary Charles Burnside told lawmakers that the measure would have the effect of "taking money right out of the annuity accounts of 7,000 ORP annuitants among the community junior college educators in Texas." The direct loss in retirement contributions for junior college employees would be approximately $5 million during the 1987-89 biennium, Burnside pointed out. The bill passed the House of Representatives but was killed in the Senate in what was regarded as a major victory for the teacher organizations.

ROBERSON SEEKS REAPPOINTMENT TO TRS BOARD OF TRUSTEES

C. A. Roberson, executive vice chancellor of the Tarrant County Junior College District is a candidate for reappointment to the Board of Trustees of the Teacher Retirement System.

Under provisions of a law passed in 1979, one member of the TRS board must be appointed from the ranks of active employees in higher education. TJCTA was active in efforts for the enactment of that legislation.

Roberson was appointed to the higher education position on the board in 1981. He is the only candidate to submit the required number of signatures to have his name on the 1987 ballot. Gov. Bill Clements will make the appointment to the TRS board for a term expiring in 1993.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

CODE OF PROFESSIONAL ETHICS

Professional Educators affirm the inherent worth and dignity of all persons and the right of all persons to learn. Learning best occurs in an environment devoted to the pursuit of truth, excellence, and liberty. These flourish where both freedom and responsibility are esteemed.

In order more adequately to express the affirmation of our professional responsibilities, we the members of the Texas Junior College Teachers Association do adopt, and hold ourselves and each other subject to, the following Code of Professional Ethics:

The Professional Educator shall treat all persons with respect, dignity, and justice, discriminating against no one on any arbitrary basis such as race, creed, sex, age, or social station.

The Professional Educator shall strive to help each student realize his or her full potential as a scholar and as a human being.

The Professional Educator shall by example and action encourage and defend the unfettered pursuit of truth by both colleagues* and students, supporting the free exchange of ideas, observing the highest standards of academic honesty and integrity, and seeking always an attitude of scholarly objectivity and tolerance of other viewpoints.

The Professional Educator, recognizing the necessity of many roles in the educational enterprise, shall work in such a manner as to enhance cooperation and collegiality among students, faculty, administrators, and non-academic personnel.

The Professional Educator shall recognize and preserve the confidential nature of professional relationships, neither disclosing nor encouraging the disclosure of information or rumor which might damage or embarrass or violate the privacy of any other person.

The Professional Educator shall maintain competence through continued professional development, shall demonstrate that competence through consistently adequate preparation and performance, and shall seek to enhance that competence by accepting and appropriating constructive criticism and evaluation.

The Professional Educator shall exercise the highest professional standards in the use of time and resources.

The Professional Educator, recognizing the needs and rights of others as embodied in the institution, shall fulfill the employment agreement both in spirit and in fact, shall give reasonable notice upon resignation, and shall neither accept tasks for which he or she is not qualified nor assign tasks to unqualified persons.

The Professional Educator shall support the goals and ideals of the institution and shall act in public and private affairs in such a manner as to bring credit to the institution.

The Professional Educator shall observe the stated rules and regulations of the institution, reserving the right judiciously to seek revision.

The Professional Educator shall participate in the governance of the institution by accepting a fair share of committee and institutional responsibilities.

The Professional Educator shall support the right of all colleagues to academic freedom and due process and defend and assist a professional colleague accused of wrongdoing, incompetence, or other serious offense so long as the colleague's innocence may reasonably be maintained.

The Professional Educator shall not support the continuation in higher education of a colleague known by him or her to be persistently unethical or professionally incompetent.

The Professional Educator shall accept all the rights and responsibilities of citizenship including participation in the formulation of public policy, always avoiding use of the privileges of his or her public position for private or partisan advantage.

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*In this Code the term "colleague" refers to administrators, teachers, non-academic personnel, and any other persons employed by colleges in the educational enterprise.

POSITION STATEMENTS

Following are the texts of eleven Position Statements on issues of concern to Texas community junior college educators. The statements were produced by the TJCTA Professional Development Committee, unanimously adopted by that committee, endorsed by the TJCTA Executive Committee — also unanimously, and, finally, approved by the general membership in the association's annual conventions. The statements thus became formal expressions of the organization's membership on the vital topics they address.

ACADEMIC INTEGRITY

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of academic integrity for years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We fully accept the responsibility of college teachers to establish and maintain standards of excellence in the courses they teach.

2. We recognize the need for consistency and fairness in the evaluation of student performance.

3. We fully recognize the need to maintain public confidence in the academic integrity of our colleges.

4. We know that inflated grades have cheapened value, and therefore we strongly affirm the need to strengthen and preserve credible measures for evaluating student performance.

Operational Elements

The separately constituted and governed members of this Association may choose to implement these principles in different ways. This probable diversity stems from differences among institutions in the State. Examples of possible approaches include the following:

1. Each member of this Association should support and encourage excellence in teaching and learning in his or her institution.

2. Each teacher should continually evaluate the teaching and learning in his or her courses.

3. Each institution should maintain an awareness of academic aptitude levels for each entering freshman class and share that information appropriately with its teachers.

4. Each institution should establish and vigorously uphold reasonable and responsible standards of academic performance for students and teachers.

5. Each institution should adopt adequate procedural safeguards for grade appeal which are explicitly stated and appropriately published.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic integrity. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which evaluation of student performance is conducted.

STUDENT RECRUITMENT AND INSTITUTIONAL INTEGRITY

(Adopted March 6, 1981)

Statement of Principles

The principles enumerated below have been among the cornerstones of institutional integrity for some years. We reaffirm them here to provide a fuller view as an Association of our beliefs and expectations for the future.

1. We recognize the legitimate interest of a college in defining clearly its mission and services and in identifying the people it serves and those it might serve in the future.

2. We recognize also the inseparable relationship among adequate enrollment, fiscal solvency, and institutional survival.

3. We acknowledge that possible solutions to the problem of declining enrollment should be carefully considered and implemented only when consistent with behavior which is ethical and appropriate for higher education.

4. We know that lowering academic standards or relaxing degree requirements for the purpose of increasing enrollment is not in the interests of the public or our profession.

5. We believe that institutions should refrain from engaging in undignified competitive practices in recruiting students which jeopardize the credibility of all institutions and higher education itself.

6. We ask each member of the Association to support the commitment to offer the highest quality education to our students. The most effective promotional and recruitment activity of any college is, after all, good teachers teaching well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the growing competition for students. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student recruitment is conducted.

* * *

STUDENT RETENTION

(Adopted March 6, 1981)

Principles

With an anticipated decline in enrollment, greater emphasis is being given to retaining students. The principles enumerated below have been among the cornerstones of instructional integrity for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. We believe that any student retention policy should be aimed at educational accomplishment rather than merely holding students for fiscal reimbursement by the State.

2. We believe that academic standards must not be lowered to retain students.

3. We believe that all components of a college, *not just teachers*, are responsible for student retention.

4. We accept the responsibility of college teachers to encourage and assist students in the completion of any college work undertaken.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. Examples of possible approaches include the following:

1. Teachers should strive to help each student reach his or her potential as a scholar and as a human being.

2. Administrators should strive to schedule classes at appropriate hours, provide adequate facilities, and maintain reasonable class size.

3. Support Services personnel should strive to meet student needs and requirements with efficiency, dispatch, and compassion.

4. Maintenance personnel should strive to maintain physical plant conditions which enhance teaching and learning.

Communication of these principles and operational guidelines is intended to promote greater understanding and constructive dialogue about the important issues surrounding student retention. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which student retention is sought.

ACADEMIC MARKETING

(Adopted March 6, 1981)

Some colleges are considering academic marketing as a solution to the problems of declining enrollment and financial pressure. Academic marketing refers to the application of business marketing techniques to identify, attract, and satisfy students.

Principles

The Texas Junior College Teachers Association urges that in all college marketing efforts great care be taken to preserve the special nature of the educational enterprise. Not all business practices can be—or should be—adopted by educational institutions. While the future of any college depends on its ability to attract and retain students, any possible solution to the problem of declining enrollments, including academic marketing, should be implemented only when appropriate for higher education and when consistent with academic integrity.

1. Special care should be taken in the use of outside consulting firms which may not be sensitive to the unique nature of the enterprise of education. Excessive use of business terminology (*e.g.*, "selling our product," "the educational market place") is inappropriate and misleading to ourselves and to our students as to the role of education.

2. Lowering academic standards and revising curricula for the purpose of relaxing degree requirements to increase enrollment cannot be defended.

3. An institution should not pretend to market what it does not or cannot provide. For example, remedial students should not be promised their needs can be met if no programs exist for them.

4. Marketing efforts should be weighted initially toward retention rather than recruitment.

5. Educational marketing is the responsibility of the entire college, not any single entity of it. Faculty evaluation, therefore, should be based on the *quality* of teaching, not just the number of students or contact hours generated.

The best marketing procedure for any college is to offer its students the highest quality education; the best marketing activity of any college teacher is to teach well.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding academic marketing. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures for academic marketing.

* * *

FACULTY DEVELOPMENT LEAVE

(Adopted March 6, 1981)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and professional growth for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Public two-year colleges in Texas may grant leaves of absence for professional development with pay. *Vernon's Texas Civil Statutes, Texas Education Code, Chapter 51, Section 51.105(a).*

2. The community junior colleges of the State should define professional development to include leave grants for carefully selected professionals whose endeavors could not be attempted if such grants were not available.

3. Professional development leaves benefit the individual recipients, their communities, their institutions, their colleagues, and their students.

4. At no time should the quality of teaching suffer due to the absence of teachers on professional development leaves. Leave grants must be subject to the availability of quality replacements.

Operational Elements

For those colleges functioning on critically tight budgets, only those leave grants which involve no additional expense may be feasible. An occasional leave grant which does not increase the college's operating budget may be preferable to no leave grant program at all.

Colleges should consider allocating professional development funds to include leave grants. The leave grant programs themselves may generate monies for the professional development budgets because in those instances in which colleges save money by granting leaves, the savings can be channeled into their professional development budgets.

Examples of possible approaches include the following:

1. The faculty member on faculty development leave may be paid one-half of his or her nine-month salary while the college retains the other half plus any Social Security contributions for that amount, if applicable.

2. A faculty member on professional development leave may be revitalized professionally for a semester or a year while retaining all or partial income benefits. Faculty development leaves may be granted for study, research, writing, consultation, work in industry, or other appropriate purposes.

3. The instructional cost differential obtained through the use of temporary or part time teachers in replacement of the faculty member on leave may enable the college to avoid any additional expense in providing for paid faculty development leave.

Communication of these principles and operational guidelines is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development leave with pay. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty development leaves are sought.

DISCRETIONARY COMPENSATION

(Adopted February 19, 1982)

Principles

Because the issues in discretionary merit pay have a direct bearing on the lives and well-being of our members and all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed here by the Association in regard to compensatory procedures to provide a fuller view of our beliefs and expectations for the future.

1. We fully accept the relationship between work performed and compensation received.

2. We seek supervision and evaluation which ensure the best professional teaching as a public service.

3. We recognize in principle that incentives may strengthen morale and encourage imaginative and energetic teaching.

4. We affirm, however, that merit incentives involving compensation for teaching effectiveness should be implemented *only* with approval and willing cooperation of the teachers affected by them.

5. We affirm that merit pay cannot in *any* instance substitute for the priority of adequate faculty salaries. Neither can it replace good facilities, satisfactory working conditions, nor effective supervisory services as conditions for high faculty morale.

6. We affirm that the use of discretionary merit pay is improper and unethical as a means of coercing allegiance to an administration or of infringing upon the right of a teacher to speak the truth as he or she sees it.

Operational Elements

The separately constituted and governed institutions of the State may choose to implement these principles in different ways. However, where discretionary merit pay is an acceptable form of incentive to teachers, we assert the following guidelines as necessary and proper to reduce unprofessional rivalries and divisiveness:

1. A faculty should participate in the creation of any merit pay policy under which they work, including the drafting of the definition of merit and the methods and criteria used to identify it.

2. The criteria for the awarding of merit pay should be well-defined, well-publicized, and clearly understood by all groups affected by them.

3. A merit pay policy must be directed at describing a teacher's performance of his or her duties, not the teacher's popularity with the college administration or his or her students, nor the number of students enrolled in the teacher's classes.

4. Merit determinations are a form of employee evaluations and inevitably involve some judgment and subjectivity. Therefore, the administrators of a merit pay policy must be held accountable for the administration of a policy in a manner that is both fair and uniform to all teachers. Procedures for appeal and periodic review by faculty committees are forms of administrative accountability.

We hope the communication of these principles and operational guidelines leads to greater understanding and constructive dialogue about the important issues surrounding discretionary compensation. We stand ready as an Association to work with all interested groups in discussion of the policies and procedures under which merit pay is sought.

ACADEMIC FREEDOM AND RESPONSIBILITY

(Adopted February 19, 1982)

Academic Freedom

Texas community junior colleges, like all other institutions of higher education, serve the common-good, which depends upon an uninhibited search for truth and its open expression. The points enumerated below constitute our position on academic freedom:

1. Faculty members of Texas community junior colleges are appointed to impart to their students and to their communities the truth as they see it in their respective disciplines. The teacher's right to teach preserves the student's right to learn.

2. The mastery of a subject makes a faculty member a qualified authority in that discipline and competent to choose how to present its information and conclusions to students. The following are among the freedoms and responsibilities which should reside primarily with the faculty: planning and revising curricula, selecting textbooks and readings, selecting classroom films and other teaching materials, choosing instructional methodologies, assigning grades, and maintaining classroom discipline.

3. Faculty members of Texas community junior colleges are citizens and, therefore, possess the rights of citizens. These rights include, among others, the right as private citizens to speak freely outside the classroom on matters of public concern and to participate in lawful political activities.

4. Prior restraint or sanctions should not be imposed upon faculty members of Texas community junior colleges in the exercise of their rights as citizens or duties as teachers. Nor should faculty members fear reprisals for exercising their civic rights and academic freedom.

5. Faculty members of Texas community junior colleges have a right to expect their governing boards and administrators to uphold vigorously the principles of academic freedom and to protect their faculties from harassment, censorship, or interference from outside groups and individuals.

Academic Responsibility

The academic freedom of Texas community junior college faculty members is accompanied by equally compelling obligations and responsibilities to their profession, their students, their institutions, and their communities. Faculty members must defend the rights of academic freedom while accepting willingly the responsibilities enumerated below:

1. Faculty members of Texas community junior colleges should be judicious in the introduction of material in the classroom without forfeiting the instructional benefits of controversy.

2. Faculty members of Texas community junior colleges are entitled to all rights and privileges of academic freedom in the classroom while discussing the subjects they teach. No faculty member, however, should attempt to force on his or her students a personal viewpoint intolerant of the rights of others to hold or express diverse opinions.

3. Faculty members of Texas community junior colleges recognize their responsibility to maintain competence in their disciplines through continued professional development and to demonstrate that competence through consistently adequate preparation and performance.

4. Faculty members of Texas community junior colleges recognize that the public will judge their institutions and their profession by their public conduct. Therefore, faculty members should always make clear that the views they express are their own and should avoid creating the impression that they speak or act in behalf of their employing institutions or of their profession.

FACULTY RENEWAL AND DEVELOPMENT PROGRAMS

(Adopted February 25, 1983)

Principles

The principles enumerated below have been among the cornerstones of faculty renewal and development programs for many years. We reaffirm them here to provide a fuller view of our beliefs and our expectations for the future.

1. Faculty members recognize their responsibility to maintain competence in their disciplines through continued professional development and performance.

2. Faculty members also recognize that excellence in teaching requires more than competence in their disciplines. They know that teaching excellence is enhanced when faculty members have opportunities to renew themselves emotionally and physically as well as academically.

3. Faculty members, therefore, are concerned with a wide range of activities which promote the values and sensitivities that support classroom instruction.

4. Faculty members and their institutions share an equal responsibility for faculty renewal and development. Faculty members must assume the initiative for their own development; institutions must provide the incentives and rewards.

Operational Elements

Faculty renewal and development programs—including faculty grants, stipends, developmental leaves, and sabbaticals—can be prudent investments of the resources of institutions in the integrity of instructional programs, and a demonstration of continued commitment to the well-being of faculty. In return for the investment, institutions benefit from stronger instructional programs.

The separately constituted and governed institutions of the state may choose to implement these principles in different ways in the operation of faculty renewal and development programs. However, we assert the following elements as necessary to ensure orderly and productive faculty renewal and development programs.

1. Institutions should provide adequate financial incentives for faculty renewal and development.

2. Faculty renewal and development programs should provide financial support to faculty members for improving the quality of the instruction; for enhancing instructional strategies; for continuing to reevaluate and redesign curricula; and for special opportunities for research which promise benefits to students, teachers, and institutions.

3. Faculty renewal and development programs should be based upon a stated philosophy or rationale. These programs should clearly state eligibility requirements, define guidelines for application, and ensure equitable treatment for all applicants.

Communication of these principles and operational elements is intended to lead to greater understanding and constructive dialogue about the important issues surrounding professional development programs. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures which promote increased interest in faculty renewal and development in the Texas community junior colleges.

* * *

EVALUATION OF FACULTY PERFORMANCE

(Adopted February 25, 1983)

Principles

Because the issues in the evaluation of faculty performance have a direct bearing on the lives and professional security of all teachers in the community junior colleges of Texas, the principles enumerated below are affirmed by the Texas Junior College Teachers Association.

1. Evaluation of faculty performance should take place under policies which declare an institution's values regarding instruction and which make clear its expectations of teachers.

2. No single effective model for faculty evaluation can accommodate the diversity of Texas community junior colleges.

3. The development and implementation of a faculty evaluation policy must be the shared responsibility of both faculty and administration. A policy must ensure that no faculty member be subject to an evaluation characterized by unilateral judgments based upon insufficient data and casual procedures.

4. The criteria for evaluation should be diverse, broadly based, clearly stated, and disseminated to faculty. The procedures for applying these criteria and the time schedule for the evaluation process should be specified.

5. Successful faculty evaluation depends upon open, mutually receptive communication between those who are evaluated and those who evaluate.

6. Evaluation of faculty performance inevitably involves judgment and subjectivity. Therefore, the administrators of an evaluation policy should be judicious in recognizing the complex nature of teaching, the broad range of effective teaching styles, and the variety of teaching methods. Procedures for the appeal of the results of evaluation and periodic review of evaluation policies by faculty are necessary.

7. Evaluation policies must recognize the concepts of academic freedom and responsibility and must provide for due process whenever grievances arise.

Communication of these principles is intended to promote greater understanding and constructive dialogue about the important issues surrounding the evaluation of faculty performance. As an Association we stand ready to work with all interested groups in discussion of the policies and procedures under which faculty evaluation is conducted.

STUDENT CONDUCT AND DISCIPLINE

(Adopted February 13, 1986)

To provide for the safety and security essential for effective learning and to guard the rights of students, faculty, and staff, the Texas Junior College Teachers Association affirms that each Texas community junior college should:

1. Acknowledge its obligation to assure the safety of students, faculty, and staff in all college related matters whether on or off campus.

2. Adopt a student disciplinary code clearly stated and rationally related to the goal of assuring a safe environment for students to learn and teachers to teach. The student disciplinary code should include at least the following elements:

   a. A statement of purposes for the code;

   b. A partial list of actions, whether committed on or off campus, which will render a student subject to disciplinary action;

   c. A list of authorized disciplinary actions that may be imposed upon a student;

   d. A detailed statment of clearly defined procedures which will be followed when a student is alleged to have violated campus regulations;

   e. A statement of further actions which may be taken by the college district.

3. Actively seek criminal prosecution for actions by students and non-students which violate federal or state criminal laws and initiate appropriate civil litigation for the recovery of damages.

4. Provide adequate legal assistance for employees involved in litigation resulting from actions on and off campus directly related to fulfilling their duties to the college.

This statement is intended to promote understanding and constructive dialogue concerning student discipline and the rights of students, faculty, staff, and trustees of community junior colleges in Texas. As an Association we stand ready to work with all groups in discussion of student discipline policies and procedures.

* * *

FINANCIAL EXIGENCY, REDUCTION IN FACULTY, AND PHASING OUT PROGRAMS

(Adopted February 19, 1987)

Principles

Because a substantial number of Texas community junior colleges have no contingency plans for an orderly change in philosophy, mission, significant decreases in enrollment, or *bona fide* financial exigency requiring a reduction in faculty, the Texas Junior College Teachers Association affirms the following principles:

1. A policy for financial exigency, reduction in faculty, and/or the phasing out of institutional programs must provide for the fair and equitable treatment of all faculty involved.

2. Faculty representatives should participate in the development of a policy affecting so fundamentally their professional careers and economic welfare.

3. A policy providing for the termination of employment should include at least the following:

   a. A definition of financial exigency as well as the conditions which necessitate a reduction in staff or phasing out institutional programs.

   b. A statement of objective criteria for reduction in staff.

   c. A statement of orderly safeguards allowing for appeal and protecting rights of due process as provided for in *Policy Paper 1*, Appendix II, Coordinating Board, Texas College and University System.

   d. A statement of methods and procedures for determining benefits and benefit periods for faculty affected by reduction.

   e. A statement of methods and procedures for reemployment of faculty.

Operational Elements

Before implementing a plan for financial exigency, reduction in faculty, or phasing out programs, an institution should:

1. Provide faculty affected by reductions with appointments in related areas, provided they are qualified professionally to teach in such areas and such positions are available.

2. Provide reasonable notice to faculty permitting them to acquire qualifications to accept appointment in related teaching fields or disciplines where positions are available.

3. Offer the option of early retirement to full-time faculty.

4. Reduce part-time faculty in disciplines or programs in order to retain full-time faculty. Full-time faculty status should always take precedence over part-time status where qualifications and assignments are similar.

5. Offer options which will maintain full-time faculty status but redefine the terms of employment. Such options might include a reduction in the workload with a proportionate reduction in compensation or an increased base workload.

The Professional Development Committee of the Texas Junior College Teachers Association stands ready to assist any institution or any faculty organization in the development of a fair and equitable plan for financial exigency, reduction in faculty, or phasing out of institutional programs based upon these principles and operational elements. This assistance may take the form of consultation with the Committee (or its representatives) and/or making available specific model policies through the State Office of the Association.

YESTERDAY...TODAY...TOMORROW
SERVING YOU

Here are some of the ways TJCTA served its members during the past year...

- Expended more than $22,000.00 in attorney's fees to provide expert legal advice to 29 members from 24 colleges
- Provided formal testimony before committees of the Texas Legislature on 9 occasions
- Was the *only* professional association to offer testimony and lobby in support of community junior college appropriations and in opposition to the expansion of Corpus Christi State University into a four-year institution
- Published and distributed 7 issues of a *Legislative Update* apprising members of developments in the Texas Legislature
- Sponsored an annual Conference for Faculty Organization Leaders attended by 153 faculty leaders from 51 campuses
- Responded to requests for advice and information from members of governing boards at 7 college districts
- Provided research data and advice in response to inquiries from leaders of faculty associations on 13 campuses
- Presented formal testimony and research information to members and staff of the Select Committee on Higher Education
- Published and distributed formal position statements on 11 topics of major importance to community junior college educators
- Provided members access to a no-fee discount buying service
- Collected and published detailed information regarding faculty salaries at the state's 49 community junior college districts
- Provided members with a detailed analysis of programs available under the Optional Retirement Program
- Testified and lobbied against reductions in state contributions to the Teacher Retirement System and the Optional Retirement Program
- Maintained a clearinghouse of professional staff vacancies and persons seeking positions
- Distributed information regarding educational and professional travel opportunities
- Sponsored an annual convention — the *largest* meeting of community junior college educators in the nation, which included...
  - More than 100 exhibits of the latest textbooks, computer hardware, educational supplies and equipment
  - A symposium on the use of computers in instruction
  - A seminar on "Teachers and Taxes"
  - A session on development and implementation of televised instruction
  - A seminar for retired and "soon-to-be-retired" educators
  - An exhibition of Texas community junior college Sesquicentennial Projects
  - Almost 100 "section meetings" for practically every teaching discipline
- Offered members $1,000,000 educator's professional liability insurance coverage

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
Membership Enrollment Form

PRIMARY RESPONSIBILITY:

☐ Instructional
(Subject taught: ______________________)
☐ Student Services
(Position: ______________________)
☐ Learning Resources/Library/Media
(Position: ______________________)
☐ Administrative
(Position: ______________________)
☐ Other (Specify: ______________________)

☐ Dr.
☐ Mr.
☐ Mrs. ____
☐ Miss *First Name* *Middle Name or Initial* *Last Name*
☐ Ms.

College ____
(If more than one campus, indicate your campus.)

Preferred Mailing Address for TJCTA publications (if other than to college): ____
Street Address or Post Office Box *City* *State* *ZIP Code*

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CHECK ONE:
☐ PROFESSIONAL MEMBERSHIP (Full-time educator at a Texas community or junior college)—Dues $25
☐ ASSOCIATE MEMBERSHIP (Classified employee or retired or part-time educator at a Texas community or junior college)—Dues $15
☐ STUDENT MEMBERSHIP (Enrolled for graduate credit *in community or junior college education*)—Dues $10
☐ UNAFFILIATED MEMBERSHIP (Friend of the Association not eligible for one of the foregoing types of membership)—Dues $15

NOTE: Annual dues include $5 for subscription to the *TJCTA Messenger*.

Membership Period: September 1, 1987–August 31, 1988.

MAKE CHECKS PAYABLE TO TJCTA. Give enrollment form and check to your campus membership representative or mail to:

TJCTA
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Austin, Texas 78736

TJCTA
MESSENGER
A Publication of the TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION
7748 Highway 290 West, Suite 310 Austin, Texas 78736-3218

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VOLUME XIX WINTER 1988 NUMBER 2

FACULTY SALARIES INCREASE ... BUT NOT MUCH!

Faculty salaries at public community junior colleges in Texas rose in 1987-88 over the preceding year—but only slightly. While a few colleges made significant improvements in their faculty salary schedules, most schools managed only modest increases and several had no raises at all. These were the findings of the annual study of faculty salaries for the 1987-88 academic year conducted by the Texas Junior College Teachers Association.

Largest salary increases came at Hill College and El Paso Community College, where raises of 10 percent and 9 percent respectively were reported.

A tabular report of this year's TJCTA salary study appears on page 3 of this issue of the* Messenger. *A table comparing salaries for the past four years appears on page 10.

This is the eleventh consecutive year that TJCTA has undertaken an extensive survey of faculty salaries at the state's public two-year colleges. All 49 community junior college districts participated in this year's study. Two schools, South Plains College and Vernon Regional Junior College, reported that they have no adopted faculty salary schedules. A number of other districts have entry-level schedules only, with no provisions for automatic annual increments. Consequently, in the report of the TJCTA study, salary figures are not shown for all colleges in all categories.

The TJCTA salary survey is based on responses to questionnaires submitted directly by officials at all of the public community junior college districts. Responses are accompanied by copies of the institutions' adopted faculty salary schedules. Questionnaire responses are verified by comparing reported data with the published schedules. Where applicable, college officials provide information concerning salaries of instructors in their first, sixth, and eleventh consecutive years of employment.

"Our salary study is generally recognized as the most reliable compilation of salary data available," said TJCTA state president Mary Parker. She pointed out that the TJCTA survey is based on institutional salary schedules, allowing for absolute objectivity. "We believe it is important to collect and report data accurately so that when comparisons are made using the TJCTA study it can be safely assumed that one is comparing 'apples with apples,'" Ms. Parker said.

"We sometimes receive suggestions that a study be based on annual compensation figures reported on W-2 forms," according to Ms. Parker. While acknowledging that such a study would be interesting, it wouldn't be useful in comparing compensation among the schools. "Since the principal purpose of the TJCTA study is to enable readers to see how one college compares with the others at various points in their salary schedules, it wouldn't be realistic to compute pay for overloads, extra-duty assignments, summer work, etc., in the study," Ms. Parker said. She pointed out that some colleges have strict policies to limit (or even prohibit) overloads, while other districts encourage faculty to teach overloads. Similarly, some districts restrict faculty to teaching no more than one summer term, while others permit their faculty to teach virtually year 'round. Additionally, teachers in some disciplines, like English and history, might be given opportunities to teach summer classes and overloads regularly, while those in other fields sometimes find that course offerings in their disciplines are severely limited.

The TJCTA salary study is much more accurate for comparison purposes than those which report "average budgeted salaries," Ms. Parker pointed out. "In those surveys, the older colleges have a distinct advantage over districts formed within relatively recent years, since large numbers of veteran faculty members are placed at the higher end of the salary schedule, in effect 'loading' the studies in favor of the long-established schools."

An analysis of the survey results points out continued wide differences in salaries offered among the schools. For example, a beginning teacher holding a master's degree will be paid as little as $17,893 at one college and as much as $26,300 at another—a variation of 47 percent. The disparity continues after five years' experience, from a low of $20,194 to a high of $27,690 (a 37 percent variation). And in the eleventh year of work the difference persists: $22,137 to $28,302 (a 40 percent variation).

Salary extremes are more pronounced for teachers holding doctoral degrees. Beginning salaries range from $20,000 to $32,700, a variation of 63.5 percent. After five years teachers with doctorates receive salaries from $23,073 to $33,700 (a 46.1 percent variation); and after ten years salaries for those instructors range from $25,634 to $34,700 (a 35.4 percent variation).

Salary comparisons such as these are not made without risks. Costs of living vary—sometimes significantly—from city to city. And, depending on one's personal preferences, the quality of life and the working environment of one location might well justify a substantial salary differential. The salary variations are significant, nonetheless; and are quite likely—at the least—to intensify frustration and impatience for those at the lower end of the salary continuum.

FACULTY PURCHASING POWER CONTINUES TO LAG

The table below shows the change in purchasing power for Texas community junior college teachers with master's degrees during the first, sixth, and eleventh consecutive years of service. Data are based on an increase in the Consumer Price Index of 3.5 percent for 1987 over 1986.

State Average Salaries—Master's Degree			Percent Increase	Change in Purchasing Power
	1986-87	1987-88		
First Year	$21,271	$22,010	3.47%	- .03%
Sixth Year	23,428	24,207	3.33%	- .17%
Eleventh Year	25,383	26,208	6.31%	+ 2.81%

PRESIDENT'S MESSAGE

It has been a busy fall for this year's group of TJCTA workers. Most of your committees have met and begun their year's work.

The Professional Development Committee's fall Leadership Conference was a great success. This committee has also discussed and collected information on several current issues. Their work on the status of the basic skills test has resulted in the article in this issue, and a panel discussion is planned for the convention. Issues surrounding the development of this test, implementation of the remedial work, and interpretation of the results will be some of the most important issues facing community college educators in Texas in the next few years. I hope many of you will take advantage of the opportunity to learn more about these issues at the panel discussion on Friday during the convention.

The Legislative Committee has recommended Rep. Tom Uher as "Legislator of the Year" for his work supporting community college funding, and has begun discussing what should be in our 1989 legislative agenda. The Membership Services Committee is overseeing all the usual membership services, including setting up the placement center at the convention, and is planning some very interesting seminars. They are also evaluating our insurance endorsements. If you have opinions on the value of these endorsements, please let this committee know what you think. The Membership Committee discussed various ways of promoting membership this year. An important product of this discussion was the more specific list of TJCTA services that you saw during the early part of our membership campaign. The Nominating Committee has secured a fine slate of candidates for office, and encourages each of you to learn about the candidates and exercise your right to vote, either by absentee ballot or on Friday at the convention.

The Editorial Review Board is serving its purpose well, as is evidenced by our increasing member participation in the *Messenger*. We hope that the articles by members have been interesting to you. We would welcome *your* input, either as suggestions, articles, or a "Letter to the Editor." Member articles or letters do not represent the official view of TJCTA, of course. We hope that this vehicle will increase the amount of dialogue among our members about issues of mutual interest.

The Executive Committee has discussed many topics relevant to the well-being of TJCTA. One product of that discussion is an explanation of TJCTA's policies and procedures concerning assistance to our members with grievances. That explanation appears in this issue. Assisting our members to secure due process and fair treatment in their jobs has been one of our major tasks over the years, and we are proud of our work in this area. We hope that this statement will help all of our members to understand this work more fully.

Coordinating Board Committees

I have been serving on two advisory committees of the Texas Higher Education Coordinating Board this year. The *Communications Advisory Committee* is composed of the presidents of various groups of Texas two-year college educators, and several public information officers. The committee's two main responsibilities are: (1) To develop and implement an overall broad-based public information plan to build a more coherent statewide image for our community-based institutions; and (2) To establish a communications network.

An important aspect of developing a positive coherent statewide image for two-year colleges is developing common numbers and sets of facts about the job we have been doing. We will be providing information, and sets of "generic" promotional materials to the colleges for their use in Community College month in February.

The *Formula Advisory Committee* has conducted the 1987 cost study and recommended rates to the Coordinating Board. We decided not to recommend any changes in the categories on which the formulas are based this year. We will be meeting next spring to consider several proposals for "incentive" funding for special purposes such as increasing minority recruitment and retention. Clearly, any incentive funding outside of the formula will be quite controversial. This is certainly a good year for us to have some faculty representation on this committee. I will notify as many of you as possible about details of the proposals as soon as I have them, and I'll be very interested in your views.

I know that you will be disappointed in the fact that our salary study has more blanks in it this year than before. As explained elsewhere, fewer schools are using salary scales in a way that enables one to make the comparisons we have been making. We have chosen to leave blanks rather than to report numbers that are not comparable. This salary study is one of the most important services we provide to you, and we try to make it as useful to you as we possibly can. This requires some choices between quantity and quality of data. If you have questions, comments, or criticisms about how we did it this year, I strongly urge you to write to me.

I'm looking forward to the February convention. After this year's political struggles, it's time to celebrate the work we welcome and share—our teaching. We have some excellent speakers lined up to renew our enthusiasm for the hard and rewarding tasks we do every day. And we'll inspire each other, as we always do, with our conversations about one of our main topics: "We Care...We Teach."

Mary R. Parker

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MARY R. PARKER
President

CHARLES L. BURNSIDE
Editor-Executive Secretary

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

SURVEY OF FACULTY SALARIES — TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES — 1987-88

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

COLLEGE DISTRICT	BASE SALARY Nine Month Contract (Twelve-month salaries converted to nine-month basis)																															
	Beginning Salary (First Year of Service—No "Step" Increases)								After Five Consecutive Years (Sixth Year of Service)								After Ten Consecutive Years (Eleventh Year of Service)							
	CERTIFICATE (Minimum Work Experience)	Rank (1 to 37)	BACHELOR'S DEGREE (Minimum Work Experience)	Rank (1 to 39)	MASTER'S DEGREE (No Prior Teaching Experience)	Rank (1 to 47)	DOCTORATE (No Prior Teaching Experience)	Rank (1 to 46)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 31)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 33)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 37)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 37)	CERTIFICATE (No Credit Hours Earned Toward Degree)	Rank (1 to 29)	BACHELOR'S DEGREE (No Credit Hours Earned Toward Master's Degree)	Rank (1 to 31)	MASTER'S DEGREE (No Credit Hours Earned Toward Doctorate)	Rank (1 to 36)	DOCTORATE (No Credit Hours Earned Beyond Doctorate)	Rank (1 to 36)
Alamo Community College District	$20,288	19	$20,288	21	$21,820	26	$25,208	29	$22,513*	16	$22,513*	18	$24,211*	18	$27,973*	22	$24,735*	12	$24,735*	15	$26,602*	16	$30,736*	19
Alvin Community College	21,383	11	19,214	31	21,383	29	25,110	31	24,789	5	22,275	20	24,789	14	29,109	13	28,738	1	25,822	8	28,738	5	33,744	5
Amarillo College	—		20,223	22	21,147	34	24,847	33	—		22,773*	15	23,697*	24	27,397*	25	—		24,611*	16	25,993*	22	29,947*	23
American Educational Complex	—		24,600	1	26,300	1	32,700	1	—		25,600	3	27,300	2	33,700	1	—		26,600	4	28,300	6	34,700	1
Angelina College	20,388	18	20,388	20	21,936	25	25,320	28	22,608	15	22,608	17	24,156	19	27,540	23	24,828	11	24,828	14	26,376	17	29,760	24
Austin Community College	21,072	12	21,072	13	21,072	35	22,647	42	21,072	24	21,810	23	21,620	33	24,671	34	22,716	23	24,930	12	24,360	28	21,072	25
Bee County College	16,471	37	18,468	35	22,175	21	26,765	15	18,394	31	20,391	29	24,131	20	28,723	16	20,305	28	22,302	27	26,100	20	30,690	20
Blinn College	—		—		24,500	3	28,500	5	—		—		25,750	10	29,750	10	—		—		27,000	11	31,000	17
Brazosport College	18,000	34	—		18,000	45	—		No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Cisco Junior College	19,908	22	19,908	25	20,508	41	23,508	40	21,708	19	21,708	24	22,308	31	25,308	33	23,508	19	23,508	22	24,108	31	27,108	33
Clarendon College	19,800	23	19,800	27	23,700	11	25,700	22	20,800	27	20,800	28	24,700	15	26,700	30	21,800	25	21,800	28	25,700	24	27,700	32
College of the Mainland	—		—		21,963	23	25,713	24	—		—		24,249	16	28,390	18	—		—		26,773	15	31,345	14
Collin County Community College District	—		—		22,986	15	25,248	30	—		—		—		—		—		—		—		—	
Cooke County College	16,925	36	17,450	38	18,000	45	20,000	46	19,615	28	20,170	30	20,725	36	23,700	35	22,395	24	22,950	25	23,510	33	26,475	34
Dallas County Community College District	—		—		22,000	22	28,000	9	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Del Mar College	22,450	6	22,450	8	24,050	7	28,315	6	24,950*	3	24,950*	4	26,550*	6	30,815*	6	26,450*	4	26,450*	5	28,050*	7	32,315*	10
El Paso Community College	20,903	13	21,449	12	22,767	17	26,222	17	23,135	11	23,740	8	25,198	11	29,023	14	25,605	7	26,276	6	27,889	9	32,122	11
Frank Phillips College	18,100	32	19,100	32	20,600	40	22,600	43	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Galveston College	19,100	30	19,100	32	20,617	39	24,452	38	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Grayson County College	21,919	8	21,919	10	22,419	19	24,468	37	22,944	13	22,944	13	23,444	26	25,836	32	24,585	13	24,585	17	25,085	26	28,501	29
Hill College	20,552	17	20,552	18	21,606	27	25,822	20	23,187	10	23,187	11	24,241	17	28,457	17	—		—		26,876	13	31,092	16
Houston Community College System	20,025	20	20,025	23	21,294	31	23,481	41	22,455	17	22,455	19	24,039	22	27,171	27	24,885	10	24,885	13	26,784	14	30,861	18
Howard College	19,404	26	19,404	30	20,892	38	24,861	32	21,333	23	21,333	26	22,822	28	26,791	29	23,263	20	23,263	24	24,751	27	28,720	27
Kilgore College	21,681	10	22,639	6	23,703	10	26,891	14	23,801	7	24,759	6	25,823	9	29,011	15	25,921	6	26,879	3	27,943	8	31,131	15
Laredo Junior College	19,200	29	19,450	29	20,900	37	24,500	36	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Lee College	23,133	2	23,133	4	24,361	4	28,295	7	25,839	1	25,839	2	26,824	4	30,758	7	28,302	2	28,302	1	29,405	3	33,339	7
McLennan Community College	20,871	14	20,871	15	23,636	12	28,661	3	23,611	8	23,611	9	26,376	8	31,401	3	24,159	15	24,159	19	26,924	12	34,141	3
Midland College	—		—		24,258	6	27,268	11	—		—		26,508	7	30,268	8	—		—		28,758	4	33,268	8
Navarro College	—		—		24,000	8	27,000	13	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
North Harris County College District	—		—		24,315	5	27,915	10	—		—		27,690	1	31,290	4	—		—		31,065	1	34,665	2
Northeast Texas Community College	21,901	9	21,901	11	23,252	14	27,038	12	—		—		—		—		—		—		—		—	
Odessa College	22,600	5	22,600	7	22,600	18	26,000	18	24,800	4	24,800	5	24,800	13	29,700	11	27,300	3	27,300	2	27,300	10	33,800	4
Panola Junior College	20,800	15	20,800	16	21,500	28	26,000	18	23,050	12	23,050	12	23,750	23	28,250	19	25,300	9	25,300	10	26,000	21	30,500	21
Paris Junior College	19,329	27	17,896	37	19,329	43	21,154	44	21,496	22	20,055	31	21,496	35	23,404	36	24,231	14	22,798	26	24,231	29	26,132	35
Ranger Junior College	17,171	35	14,495	39	17,893	47	20,464	45	19,273	29	16,216	33	20,194	37	23,073	37	21,401	26	17,972	31	22,446	35	25,634	36
San Jacinto Junior College District	23,231	1	23,231	3	23,457	13	25,457	27	24,581	6	24,581	7	24,806	12	26,806	28	25,931	5	25,931	7	26,156	18	28,156	30
South Plains College	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
Southwest Texas Junior College	22,150	7	22,150	9	23,950	9	26,450	16	23,275	9	23,275	10	26,750	5	29,550	12	23,275	21	23,275	23	29,550	2	32,650	9
Tarrant County Junior College District	22,900	4	22,900	5	22,900	16	24,700	35	No fixed schedule; no automatic increases								No fixed schedule; no automatic increases							
Temple Junior College	19,563	25	19,563	28	21,375	30	30,400	2	21,063	25	21,063	27	22,875	27	31,900	2	21,063	27	21,063	29	22,875	34	33,400	6
Texarkana College	19,732	24	21,055	14	22,186	20	25,587	25	21,621	20	22,940	14	24,074	21	27,473	24	23,696	18	25,018	11	26,153	19	29,550	26
Texas Southmost College	18,088	33	18,088	36	21,200	32	28,258	8	19,127	30	19,127	32	22,137	32	29,817	9	20,079	29	20,079	30	22,137	36	31,373	13
Trinity Valley Community College	20,700	16	20,700	17	21,200	32	25,700	22	22,200	18	22,200	21	22,700	29	27,200	27	23,700	17	23,700	21	24,200	30	28,700	28
Tyler Junior College	20,000	21	20,000	24	20,000	42	24,800	34	22,628	14	22,628	16	22,628	30	28,059	20	25,602	8	25,602	9	25,602	25	31,746	12
Vernon Regional Junior College	No salary schedule in effect								No salary schedule in effect								No salary schedule in effect							
The Victoria College	22,970	3	23,899	2	24,828	2	28,551	4	25,108	2	26,226	1	27,156	3	30,879	5	Salary increases are not automatic							
Weatherford College	19,320	28	20,475	19	21,945	24	24,255	39	21,000	26	22,155	22	23,625	25	25,935	31	23,100	22	24,255	18	25,725	23	28,035	31
Western Texas College	—		19,804	26	20,944	36	25,734	21	Salary increases are not automatic								Salary increases are not automatic							
Wharton County Junior College	19,000	31	19,000	34	19,000	44	25,500	26	21,500	21	21,500	25	21,500	34	28,000	21	24,000	16	24,000	20	24,000	32	30,500	21
AVERAGE SALARY	*$20,298*		*$20,514*		*$22,010*		*$25,784*		*$22,371*		*$22,523*		*$24,207*		*$28,212*		*$24,168*		*$24,296*		*$26,208*		*$30,642*	
MEDIAN SALARY	*$20,288*		*$20,388*		*$21,945*		*$25,707*		*$22,513*		*$22,608*		*$24,156*		*$28,250*		*$24.159*		*$24.611*		*$26.155*		*$30,799*	

*NOTE: Reported salaries do *not* include stipends for advancement in academic ranking: Alamo Community College District ($456 for Assistant Professor, $912 for Associate Professor, and $1,368 for Professor); Amarillo College ($750 for Assistant Professor, $1,150 for Associate Professor, and $1,800 for Professor); Del Mar College ($1,600 for Assistant Profesor, $3,800 for Associate Professor, and $7,800 for Professor).

A Conversation With

Lieutenant Governor

Bill Hobby

INTRODUCTION: It is hard to imagine any single person who has had more influence over education policy in Texas during the past dozen years than Bill Hobby. As Lieutenant Governor, Mr. Hobby presides over the Texas Senate and thus has a great deal to say about the priorities and programs of higher education. We thought it would be interesting to ask him a few questions about the past, present, and future of Texas, specifically in relation to community junior colleges. The interview was conducted on December 14 in Mr. Hobby's Houston offices by TJCTA President-Elect Larry Shirts and Scott Nelson, Chairperson of the Editorial Review Board.

MESSENGER: Historically, Texas seems to have passed from an agricultural economy, and now through an energy-based one. Is there to be a "post-oil" era? If so, what does it hold for the future of our economy? What will be the role of higher education in the wake of the oil crunch?

HOBBY: Well, a law of convergency operates. The economies of Texas, Louisiana, and Oklahoma were distinctive, especially with regard to the spike in oil prices in the '70s and early '80s. The diminishing of the oil and gas industry was clearly in the cards as early as the late '60s. The rash of drilling that we saw later just had the tendency to flatten out a curve that had already begun. We were getting to look, more and more, like the economies of other states. But of course Texas took a triple whammy: agriculture is always a disaster, and then the peso devaluation was a big hit. To look at the future, you can just look at the different parts of Texas. We have, after all, a very diverse economy. The areas that have been hardest hit from the oil and gas problem are the upper Gulf Coast and the High Plains. The central part of the state, IH-35, if you will, obviously has not felt those effects nearly as much. Some areas, like San Antonio and Houston, have done pretty well in attracting industry to the state. Much of it comes in two main areas: biology-related fields, in which I include medicine, bio-tech, bio-engineering, medical research. All you have to do is drive around to find that there are two industries that are booming in Houston, for instance: medicine and travel, which means aviation. The airports, despite expansion, are overcrowded. Related industries are also booming. These are just two of the bright spots. These kinds of things represent the wave of the future. Obviously, education underlies that kind of development to a much greater degree than it did with the oil business and mining type of industries in general. What we need to do, and have done to a greater degree probably than what we have been given credit for, is create a climate receptive to organized research. And with the additional emphasis that has been put into the last six years (three appropriations bills), we have essentially created a sort of "mini-National Science Foundation." This is valuable as a source of seed money and has a multiplier effect in attracting federal and private research. Texas also needs to do a better job of providing more infrastructure. We do a pretty good job on highways, let's say *A-minus*. In water, we do *B* or *B-plus*. I regard the increased emphasis on secondary and higher education as what we might call "intangible" infrastructure. The feds are receding in their role as up-front banker, and the state has taken some rather dramatic steps in the last four years to use the credit of the state to replace this in the important area of water projects. You can have all the best educational institutions in the world, but if there is not an adequate water supply, industries aren't going to locate here.

MESSENGER: Looking ahead to the 1989 Legislative session (absent any intervening special sessions of the Legislature), if all were to go—let's not say "perfectly," but *well*, in your estimation—what would be some of the major changes to look for in terms of higher education financing? What is your picture of the role that higher education is to play?

HOBBY: I don't know of any major changes to anticipate. After all was said and done, we still came out with almost a 20 percent increase for higher education over the preceding biennium. Now to be sure, this is over a base that all of us consider inadequate. But it nonetheless was a substantial increase. Certainly, my first priority is to preserve the progress we have made and to keep from regressing.

MESSENGER: Although it does not affect junior colleges directly yet, you are probably aware of the litigation brought by plaintiffs in South Texas, challenging the distribution of public school finances. If that effort were to be successful, what would be the effect?

HOBBY: Not to panic over that case. My comments about it, while they are factual, are probably not objective. Since I've been around state government, in almost every session school finance has been a dominant issue. Since the Gilmer-Aikin law in 1949, which served well for 20 years—any any formula is good that can last 20 years—the state has changed from a predominantly rural to a metropolitan state. The plaintiffs in this case correctly state that our State Constitution places extreme emphasis on education from kindergarten through graduate school. Education is the most important thing any state does. Our State Constitution clearly provides that our state act as an equalizer to level out the disparities among school districts. Enormous progress has been made, the most recent example being in 1984 with House Bill 72 [the so-called "school reform bill"]. My remarks about the case are not objective in this sense. Cases like this are usually brought by plaintiffs who, for one reason or another, feel aggrieved by the legislative process—that they haven't been successful in achieving whatever their goal is. But this one is the exact opposite. The plaintiffs in this case have been precisely the ones that have been the *most* successful recently in the legislative process. The most specific manifestation is that in the last session the big losers were wealthier suburban districts. Poorer districts, concentrated heavily in South Texas, were the big winners. So you have the anomaly that the plaintiffs are the ones who most benefited from House Bill 72. There is a conflict between the ideal of equalization and the ideal of excellence. It may be insoluble; at least I don't know how to solve it. The only way to achieve equalization on expenditures would be to put a cap on enrichment at the local level. This also applies to junior college financing, which is also a mixture of local and state funding. I hope the courts will not ever impose a cap on what a district may spend if it wishes. I doubt if the Legislature ever will.

MESSENGER: Do you see a time when every Texan is served by, and pays taxes to, a community college?

HOBBY: Gee, it's pretty nearly true now, isn't it? I would think a very high proportion of the population already is included. All the urban and surrounding areas are.

MESSENGER: Another issue related to South Texas to some extent is the effort during this last session to expand Corpus Christi State University to be a free-standing four-year institution. Our members at Del Mar College were quite upset about that prospect. Of course, it died a somewhat timely death. What do you think are the chances of those kinds of movements in the future?

HOBBY: Well, this is an area where junior colleges have not covered themselves in glory. This comes into play mostly in South Texas because it is an educationally underserved area. But not only in South Texas. There are certain places where this feeling is particularly strong. Corpus Christi, which you mentioned, is one of them. Brownsville is another. Laredo and Victoria... In each of those cases there is a junior college co-located with an upper-level branch. (Well, Victoria is an upper level "branch;" Corpus Christi, an upper level "college." I used to know the distinction, which I've forgotten and everybody else has too, between a "center" and a "branch" and something else. There never was much distinction, really). But

> ***"The great strength of the community college is that it is the most responsive component of the higher education system."***

in all those cases, I've made an effort to respond to local demands that are well justified, where they say "we ought to have a four-year college." I hope that does not always translate into "we ought to have our own football team." I guess there's nothing any of us can do about that. So a logical way to approach that is with idea that, okay, we ought to have a university in Corpus Christi or Laredo. Now you can't have a University of Texas or an A&M every hundred miles. Whatever the final form of organization, they're going to be smaller institutions. Now they tend to concentrate mainly in teacher education or business education or health science education. And that ought to be expanded. There ought to be a larger liberal arts component, and perhaps a larger engineering component. At the same time—and this gets into where I said that junior colleges have not covered themselves with glory—I don't want to abandon the local tax base; I don't want to abandon the functions that the junior colleges serve in granting Associate Degrees in the various areas. Incidentally, the great strength of the community college system is that it is the most responsive component of the system of higher education—more than any other component of our education system, higher or lower. A community college, because of the contact-hour funding formula and because it has a local tax base—the local board of regents and whatnot—is going to reflect the needs of the community that it's in much more faithfully than a four-year college. I mean if there's a strong need in an area for mechanical drawing, computer programming, or one of the various health-related fields, well, that's what that junior college is going to produce. So what I have tried to do is to come up with some kind of a system that is purely voluntary—nothing mandatory about it. If, for example, Laredo State University and the Laredo Junior College can get together and achieve the economies that could be done by contractual relationship or however they are authorized, we encourage them to do so. But in each of these cases, Victoria, Laredo, Corpus Christi, and Brownsville, the junior colleges have felt threatened, as if "My God, you're threatening our existence!" and so forth. No, no, nobody's threatening your existence. You're being given the opportunity to enhance your role. Yes, it would involve combining a great many, hopefully most, of your administrative functions. If that's a threat, well, life's full of threats. So really, junior colleges in those areas have not been a help; they've been a discouragement to the expansion of educational services.

MESSENGER: Would you put, for instance, the University of Texas of the Permian Basin, two or three session ago, in that same category?

HOBBY: Well, no. Everything has a distinct legislative history. There, the local communities said that if we gave them an upper-level institution they would never, never come back [asking] for a four-year university. Well, they didn't—until the next session! They kept wanting a four-year institution, even when the enrollment at the upper-level school was low. Now, as frequently happens in the legislative process, as a result of two or three sessions, a pretty good compromise was reached (perhaps it ought to be a model or something) whereby a student could qualify for enrollment in the upper level institution without completing the junior college, but had to take a certain percentage there. My definition of an issue that's settled is that I haven't heard any more about it. So I assume that it's worked out. It struck me as a very intelligent compromise.

MESSENGER: Could you talk just a little bit about the variety of roles that junior colleges play in terms of higher education? For instance, there's a lot of concern these days about adult illiteracy, remedial programs versus transfer courses, and so on. Junior colleges are sometimes accused of trying to be all things to all people...

HOBBY: ...Well good for them! More to their credit!

MESSENGER: So you see them as essentially waging war on all the fronts, so to speak? Academic transfers, adult literacy, vocational programs, etc.?

HOBBY: Yes.

MESSENGER: What cause for optimism do you find these days?

HOBBY: Let me use that question as kind of a platform for an observation that is directly related. This is an observation borne of bitter experience from the last several sessions. For reasons that I do not understand, higher education does not have the kind of constituency in the Legislature that you'd expect. I don't know why that is, but it's a fact.

MESSENGER: Are you talking just about two-year schools?

HOBBY: No, higher education in general. Obviously, in any community—and I'm not excluding Houston, Dallas, and San Antonio, but talking even more specifically about the Lufkins, Victorias, and cities in that range—the leadership in the community (the local officials, the Legislators, the bankers, the lawyers, and such) are typically graduates of these institutions. Community colleges claim more and more a part of that. So you would think that since the political and economic leadership comes from that kind of background that they would enjoy more support in the Legislature, but they don't. To refine that a little more, typically higher education enjoys more support in the Senate than it does in the House of Representatives, and that's irrespective of who the presiding officers are in both houses. It might be that I've typically placed more emphasis on higher education than any of the Speakers I've served with, but that is not a criticism of those Speakers. They are reflective of their house just as I am of mine. I don't know what the answer to that is; maybe there isn't one. But education ought to get better organized. I think your junior colleges tend to do a little bit better job of that, probably because they are governed by local elected officials, and may understand the legislative process a little better.

MESSENGER: But one of the things of which we are painfully aware is the fact that although we may teach some 60 or 70 percent of the freshmen and sophomores, we have no people who consider themselves to be our alumni, because those who go on usually become alumni of UT or A&M or whatever. So we don't have the rah rah cheerleaders that the four-year schools do.

HOBBY: Right.

MESSENGER: One of the questions before we run out of time on which we would like some speculation has to do with the issue of revenue. Obviously, we've discussed the subject of declining sources of funds that we once enjoyed in the past. Do you think a corporate income tax or something like that is possible, and if so what role can those of us who want to be in line for splitting that money up do to help the situation?

HOBBY: Well, Texas has underway now—as most states do, when you have about a once-in-a-generation task of really doing a basic tax code revision—an interim committee, a "tax equity commission." I don't know what they will recommend. That's a very needed mechanism. We do have an inequitable tax system in this state right now. People disagree on what part is inequitable and for whom, but most would agree that it is inequitable. So I just participate in that process and support the results.

MESSENGER: *Texas Business* magazine recently gave their "Texan of the Year" award to an "empty saddle." The tone of the article seems to be that there is an absence of leadership for the trying years ahead. It refers, for instance, to your decision not to seek state office in 1990. What do you think of such a view that there is a vacuum of leadership in Texas?

HOBBY: Certainly there won't be a vacuum for the next *three* years, anyway!

MESSENGER: Thanks for allowing us to visit with you, Governor Hobby.

Community Colleges and the Texas Academic Skills Test

William C. Davis
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Throughout the 1980s there have been heated discussions and sober reports on the health of higher education in America. One of the central criticisms to come out of these deliberations has been the condemnation of post-secondary education's inability to provide a guarantee of a basic competency level in academic skills—reading, writing and computation.

William C. Davis

Texas has been a part of this discussion and movement toward reform. The existing situation has been surveyed and the recommendations have been made. The 1990s will be the decade for the implementation of the reforms. In short, the truly difficult and critical work is just ahead of us.

At this juncture, it may be useful to survey the political history of events leading up to the passage of mandated basic skills testing and remedial coursework as enacted by the 70th Texas Legislature (H.B. 2182). From here we can look to the immediate future of test construction activities and the only slightly more distant future impact that uniform basic skills testing will have on the community colleges of Texas.

Although the first wave of educational reform in Texas concentrated on public elementary and secondary schooling, by 1985 the focus began to turn to higher education. In August 1985, the higher education Coordinating Board appointed a committee on testing, chaired by Robert Hardesty, to consider the merits of a state mandated basic skills testing program. For nearly a year, the committee on testing held a series of meetings around the state. Committee members consulted with educators, students, and business and community leaders and deliberated on the problems of measurement and remediation. In addition, the committee scrutinized existing testing programs in New Jersey, Florida, and other states.

While the work of the committee on testing was ongoing, the Legislature created the Select Committee on Higher Education, chaired by Larry Temple. The committee was to investigate the entire scope of higher education in Texas including the issues of basic skills and statewide testing, and make recommendations to the Legislature. The Select Committee made use of the work being done by Hardesty's committee on testing.

In July 1986, the committee on testing published its report, *A Generation of Failure: The Case for Testing and Remediation in Texas Higher Education*. This report and its recommendations were formally endorsed by the the Select Committee in its report to the Legislature in February 1987. The essence of these reports was written into law (H.B. 2182) and enacted by the 70th Texas Legislature.

The rationale supporting H.B. 2182, therefore, is found primarily in the findings and recommendation of *A Generation of Failure*. The report finds that more than 30 percent of Texas college freshmen lack the basic skills necessary to perform effectively in college and that at present there is no universal process in place to assure the public that those skills will be acquired. The committee recommended that all entering freshmen be diagnostically tested on basic skills, advised into remedial courses if they do not possess the tested skills, and not allowed to progress past 60 semester credit hours until all sections of the test are passed. The committee further recommended that test results and effectiveness of remediation be reported to the Coordinating Board and that the tests be developed with active faculty participation. Finally, and most critically, the committee opposed the implementation of testing without adequate funding for test development and especially for remediation.

H.B. 2182 essentially gave these recommendations the force of law. The bill addressed all seven major recommendations except that funding for remediation was deferred until the next legislative session. Also, provision was made to have students bear the unit cost of each test, with exceptions made for the demonstrably needy.

While H.B. 2182 was being enacted, the Texas Education Agency (TEA) was reconsidering its use of the PPST—a test that was essentially a rising-junior academic skills test for education majors. The primary drawback to the test was it was norm referenced rather that criterion referenced and therefore had no utility as a diagnostic test. Students taking the test showed 46 percent initial failure rate on at least one section. Disproportionate failure rates among minority students had also resulted in litigation.

Since TEA was in the market for a new test, it was decided to merge its testing needs with the Coordinating Board's and develop one test that would do for both. Primary responsibility for the test was shifted to TEA because it had an experienced testing bureaucracy already in place and moreover possessed a legal staff to handle likely court challenges.

TEA generated the requests for proposals and National Evaluation Systems, of Amherst, Mass., was chosen to develop the test. As mandated by the Legislature, there will be widely spread avenues of input into the creation of the test. A 19-member Council on Learning Excellence, appointed by the Coordinating Board, will advise on the implementation of the basic skills test for college freshmen.

At present, the TEA, the Coordinating Board, the Council on Learning Excellence, National Evaluation Systems, and faculty and administrators from colleges around the state are in the beginning stages of an 18-month test development cycle.

A pool of over 4,000 faculty and administrators was formed in October. From this number, members of various committees were chosen. Over the next 18 months, the committees will complete the following tasks: identify college level skills, survey Texas colleges for testing and remediation programs currently in place, write test specifications, and develop a program of remediation based upon the test specifications.

The scope of the mandate is too far-reaching to expect anything less than major changes in the community colleges of Texas.

The test development committees have just been selected. Many members of TJCTA and readers of the *Messenger* have been chosen to serve. They will face a myriad of choices and details. Some of the most critical questions can be anticipated:

What is "College Level"?

Any apparent consensus defining college level skills dissolves quickly when exact criteria are discussed. Should proficiency in algebra be a prerequisite skill for college? Are long passages most appropriate for assessing college reading levels, or will short passages do? Should English usage errors found more commonly among native Spanish speakers play a more important part of the Texas test, or a lesser role? All of these questions require answers. The answers are further complicated by the fact that many students have "succeeded" in college courses without necessarily possessing the specific skills identified on any standardized instrument.

How difficult should the test be?

In all probability, the skills on the new test should fall somewhere between the TEAMS tests required for high school graduation and the PPST. *A Generation of Failure* asserts that the TEAMS tests are too low for college use. How large a gap can be justified between the exit criteria of one level of education and the entrance criteria of the next? If the higher level skills of a PPST are required, will the test have diagnostic utility for students who are junior high dropouts seeking occupational training?

Where do we set the cut-off scores?

Methods for establishing these can be less than precise.

When are skills-deficient freshmen retested? How many times do they take the test?

Students who fail one or more sections of the test must take courses to develop skills in the area(s) of deficiency. Must they demonstrate acquisition of those skills by passing the test before they take college level courses? May they, or should they, wait until the 60 semester hour limit to avail themselves of the advantages of having used their academic skills in freshman and sophomore level classes?

What happens to the "Grandfatherly Sophomores" in 1989?

When testing is instituted in fall of 1989, will college sophomores be included? The intent of H.B. 2182 seems to be the early detection and remediation of skill deficits. Testing sophomores in 1989 would appear to place before them the barriers inherent in the program while minimizing the benefits of early remediation.

Will the mechanics of using a statewide test place greater stress on overburdened student services in counseling and guidance?

Provisions are being made for the tests to be at least partially scoreable on campus so that test result based advisement can be given for each student's first semester. Funding for this as well as for additionally required developmental courses has been left to the next session of the Legislature.

What provisions are to be made for faculty dislocation if student populations shift temporarily (or permanently) from college level courses to remedial courses as a result of the new test?

When a similar testing and remediation program was instituted in Tennessee in 1985, there were some provisions for retraining faculty. By and large, faculty did not retrain. Subsequent decline in college level enrollment has led to sincere and widespread regret.

It is difficult to assess the possible impact of a test that has only now begun to be developed. Yet the scope of the H.B. 2182 mandate is too far-reaching to prudently expect anything less than major changes in the community colleges of Texas. This test will have influence over a constellation of issues debated by community college educators over the past decades: "Open door" *vs.* rigorous standards, gestalt *vs.* behaviorism, decentralized control *vs.* centralized control, teaching as art *vs.* teaching as science, diversity *vs.* standardization. Acknowledging that it is possible to blend the poles on each issue, the state test tilts heavily toward the latter pole on each continuum. College teachers generally have a high tolerance for anarchy and many harbor a genuine fondness of it. The order to be brought by a standard basic skills test will not be welcomed by all.

As any such major changes are implemented, we can anticipate some beneficial changes—and some detrimental ones. The upside is that real energy will be expanded to *assure* that all college students can read, write, and compute at a level appropriate to their educational aspirations or are making directed progress toward mastering those skills. Furthermore, all colleges will get valuable information as to how well or poorly they are doing in helping deficient students master those skills. College level classes will be populated by students who are well equipped to go beyond the basics—to analyze, synthesize, and critically evaluate. These students become the enlightened thinkers, technical experts, and capable professionals needed by society.

The downside is less foreseeable, yet provides greater anxiety. Despite intentions to the contrary, the mechanisms of the test could make quality education and training less widely available. Rigorous accountability for the common denominator will absorb enormous energy. Efforts on community college campuses may begin to revolve more and more around providing a floor level of skills while less and less activity is spent on more traditional college endeavors.

The most serious negative outcome, however, may be that colleges will strive to defend the *status quo*. Teaching basic skills has always been a part of the community college mission. The challenge is to form a testing and developmental program that will achieve the goals of H.B. 2182 while maintaining the autonomy, openness, comprehensiveness, and flexibility that characterize our institutions.

(EDITOR'S NOTE: Dr. Davis chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee.)

Editor's Note: Following is a policy statement clarifying the Association's practices and procedures in handling grievance matters. The statement was adopted by the TJCTA Executive Committee in its meeting December 4, 1987.

TJCTA Legal Assistance Philosophy and Procedures

The Texas Junior College Teachers Association is committed to the principles of academic freedom and due process of law. If a member of the Association feels that he or she has been dealt with in an unlawful manner, the member will be provided access to the best information available concerning academic defense issues and grievance matters. Further, after evaluating the specific circumstances in the case, the TJCTA Executive Committee might refer the matter to the Association's attorneys for additional consultation and assistance, at no personal cost to the member.

During the past three years, TJCTA members from more than 30 colleges have received legal assistance at Association expense. The nature of that assistance has ranged from a single telephone consultation with an Association attorney to the filing of a lawsuit in a federal court. More than $60,000 of the Association's resources have been expended for investigation, consultation, and representation in various grievance matters.

Given TJCTA's limited financial resources and the high cost of providing expert legal assistance, it is important that the legal merits of each case be carefully examined and objectively assessed. It is important, also, that each member requesting assistance understand both the Association's philosophy on legal assistance and the manner in which individual cases are evaluated and processed.

Most grievance cases can—and should—be resolved without resorting to formal legal action. TJCTA's State Office stands ready to act as an interested, but detached, "third party" to disputes and to assist all concerned in establishing the facts, clarifying legal principles and generally accepted practices, and offering informal advice regarding possible resolution of issues in conflict. The aggrieved member should realize, however, that many grievance cases involve treatment of faculty which might be patently unfair and unreasonable, but which is not necessarily *unlawful*. In such cases, TJCTA may be able to serve as an informal ombudsman and advocate on behalf of the member's interests. As a practical matter, though, obvious limitations of resources do not permit the Association to pursue such cases in the legal arena when it appears that no *legal* remedy exists.

Grievance cases which are determined to involve substantial legal issues will be referred to the Association's attorneys for written opinions and possible legal action. In accepting referral to TJCTA attorneys, the member gives consent for the attorneys to share their opinions and analysis of the member's case with Association officials. The Association relies heavily upon the advice and recommendations of its attorneys who are recognized experts on school law and teachers' rights. Understandably, the services of such specialists are costly, and the expense related to legal proceedings will normally be incurred only when a case is determined to have legal merit. Additionally, it has been found that a member's interests are not well-served if the member is receiving legal counsel from two or more different law firms or advocacy organizations. Thus, if a member decides to seek a second opinion (from other attorneys or another organization), the member is obligated to inform the TJCTA State Office of that intention, in which event the Association and its attorneys reserve the right to withdraw from the case.

After an evaluation of the case has been completed by Association attorneys, the TJCTA Executive Committee will determine whether or not any further legal action is warranted. If a decision is made to pursue the matter further, the Association's attorneys will be in control of the case, determining the nature of the action to be taken. Legal fees incurred will be borne by the Association. In the event the member's legal expenses are subsequently reimbursed (*e.g.*, from insurance policy payment or monetary settlement) or if the member is awarded monetary damages, the member may be required to reimburse TJCTA for expenses incurred up to the limit of the payment received by the member.

If a member is not satisfied with the manner in which the case has been handled, that dissatisfaction should be expressed directly to the TJCTA Executive Committee by summarizing the complaint in writing.

The Association has earned a reputation for fairness, discretion, and effectiveness in assisting its members in grievance matters. Consistent with the philosophy and procedures outlined above, the Association stands ready to provide its members with informed counsel and advice about their specific circumstances while maintaining high standards of professionalism and confidentiality.

ANALYSIS OF OPTIONAL RETIREMENT PLANS AVAILABLE TO MEMBERS

More than three-fourths of Texas community junior college employees eligible to do so have elected to participate in one of the optional retirement programs (ORP) instead of the state's Teacher Retirement System (TRS). An annual study of participation in the optional retirement programs reveals that during the 1985-86 academic year 7,092 (76.4%) of the 9,278 eligible employees rejected TRS in favor of one of the optional programs. The statistics continue to indicate an overwhelming preference for ORP by new employees.

Under current law, an employee must choose within 90 days of initial employment whether or not to join the Teacher Retirement System. Failure to make a choice is interpreted as a positive decision to enter TRS. Once the election is made—whether by default or otherwise—it is considered irrevocable for the duration of the individual's employment in Texas institutions of higher education. (An exception was permitted during the 1979-80 academic year, when special legislation provided that ORP participants could rejoin TRS on a "one-time-only" basis.)

The law provides that a total of 15.15 percent of full salary (6.65 percent paid by the employee and 8.5 percent paid by the state) must be paid into an ORP account. Present rates of contributions to TRS are 6.4 percent for the member and 7.2 percent for the state.

Two-year college employees invested in annuity plans with 55 different carriers during Fiscal Year 1986. The Variable Annuity Life Insurance Company (VALIC) was selected by 1,973 annuitants—a whopping 27.8 percent of the total business, with Travelers Life Insurance Company and Kemper Investors Life Insurance Company holding distant second and third places. Southwestern Life Insurance Company continued to drop in standing—from second place in 1984 to eighth place in 1986. Southwestern held 1,983 contracts in 1978-79 (35.3 percent of the total), but has lost annuitants steadily every year, down to 311 in 1985-86 (4.4 percent).

Carriers receiving contributions during each of the last eight years and the number of annuitants each year are shown on the table on this page.

Choosing a Carrier

Two major dilemmas facing employees who elect to participate in the optional retirement program are the choice of a carrier initially and a determination of when (or whether) to change carriers subsequently. It should be remembered that employees currently participating in optional retirement programs are entitled to transfer from one annuity plan to another without any tax liability. **No ORP participant should feel "locked" into an inferior program.**

With surprising frequency, the TJCTA state office receives inquiries from members who have somehow been led to believe that they cannot "roll over" their ORP accounts. Other members complain that only one or two carriers are allowed to write ORP contracts at their institutions.

ORP participants should be aware of the following regulations promulgated by the Administrative Council—the regulatory body charged by law with the responsibility and power to adopt rules regarding ORP standards and practices:

> *Each institution of higher education must provide a selection of at least four optional retirement program carriers which are qualified and admitted to do business in this state...*
>
> *Each institution shall offer not less than two occasions during the year in which an employee may make a change in his or her optional retirement program carrier...*
>
> *Optional retirement program payments shall be forwarded to carriers within ten business days of the legal availability of funds. Where possible, the state share of the payment should be forwarded with the employee share to which it applies. Where that is not possible, the employees' share should be forwarded upon withholding and the state share forwarded upon receipt.*

Individuals who experience problems regarding the three regulations listed above should not hesitate to seek action to resolve the difficulties.

ORP participants should also review their annuity plans regularly. While frequent changes in carriers are not necessarily in the employee's best interests, by the same token it would be foolish for an employee to remain in a program which is clearly inferior. Even seemingly small differences in earning rates are magnified when compounded over a career of 35 or 40 years, and the gross amount involved can become quite significant.

Publication Available

The Texas Association of College Teachers (TACT) has developed an excellent publication—updated annually—designed to assist new employees in making sound original selections and to encourage present ORP participants to evaluate their programs with knowledge of the range of opportunities.

Under a special cooperative arrangement between TJCTA and TACT, the 1987 edition of TACT's study of ORP and Tax Deferred Annuity products is available to TJCTA members on request. Requests for *single* copies should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Because of the expense involved, the publication can be offered only to *current* TJCTA members.

PARTICIPATION IN OPTIONAL RETIREMENT PROGRAMS
Public Community Junior College Employees
1978-1986

	Number of Annuitants							
	1978-79	*1979-80*	*1980-81*	*1981-82*	*1982-83*	*1983-84*	*1984-85*	*1985-86*
Variable Annuity Life Insurance Company	836	1,239	1,594	1,727	1,840	1,843	1,926	1,973
Travelers Life Insurance Company	89	185	265	281	404	500	595	685
Kemper Investors Life Insurance Company	—	—	—	240	340	488	599	681
Aetna Life Insurance and Annuity Company	168	138	166	224	251	313	424	433
Union Mutual Life Insurance Company	—	206	278	301	303	355	430	427
Lincoln National Life Insurance Company	541	551	507	417	406	410	373	340
Mutual Life Insurance Company of New York	345	290	283	341	388	404	385	335
Southwestern Life Insurance Company	1,983	1,414	1,054	691	578	550	363	311
USAA Life Insurance Company	—	—	113	210	240	256	303	306
Great American Life Insurance Company	—	—	44	77	127	151	218	280
Jefferson Standard Life Insurance Company	442	409	318	235	215	203	188	172
Teachers Insurance and Annuity Association (TIAA-CREF)	224	202	203	205	191	202	183	168
Metropolitan Life Insurance Company	291	229	184	157	147	135	131	118
Connecticut Mutual Life Insurance Company	204	213	143	109	107	107	102	93
New England Life Insurance Company	—	—	—	65	72	79	85	84
Great West Life Assurance Company	66	111	162	164	150	110	112	82
Beneficial Standard Life Insurance Company	—	—	39	79	93	97	80	74
Security Benefit Life Insurance Company	—	—	—	26	29	39	61	72
Equitable Life Assurance Society	34	28	28	43	44	46	37	47
Investors Diversified Service (IDS)	24	35	38	44	43	39	39	38
Providence Life Insurance Company	—	—	—	—	—	22	25	34
United Bank & Trust	—	—	—	—	—	—	—	33
Safeco Insurance Company	—	—	—	19	23	25	28	30
Delta Life and Annuity	—	—	—	—	—	—	—	29
Nationwide Life Insurance Company	—	—	42	66	56	44	29	25
Fidelity Investments	—	—	—	—	—	—	—	25
Transamerica Life Insurance Company	—	43	53	45	42	54	46	24
Prudential Life Insurance Company	53	57	60	52	47	43	27	21
International Service Life Insurance Company	—	—	—	—	17	19	17	18
American General Life Insurance Company	31	44	44	37	27	29	21	17
Massachusetts Mutual Life Insurance Company	85	50	28	17	17	18	20	16
Bankers Life Company of Des Moines	—	—	—	16	13	14	15	13
Sun Life Assurance Company of Canada	—	—	—	—	1	4	11	11
American United Life Insurance Company	49	40	33	25	16	12	11	10
Hartford Variable Annuity Life Insurance Company	29	18	16	15	11	9	7	7
Franklin Life Insurance Company	23	22	12	10	9	7	5	5
Investors Life Insurance Company of North America	—	—	—	—	1	1	11	2
Southland Life Insurance Company	27	27	22	6	3	1	1	1
Southern Farm Bureau	15	13	8	5	—	—	1	1
National Investors Life Insurance Company	—	—	23	54	30	14	—	—
All other carriers (fewer than 10 each)	39	45	31	22	37	40	60	51
TOTAL ANNUITANTS (All ORP Programs)	*5,622*	*5,699*	*5,799*	*6,038*	*6,324*	*6,662*	*6,966*	*7,092*

CHANGES IN BASE SALARIES — 1984-87
TEXAS PUBLIC COMMUNITY JUNIOR COLLEGES*

(SOURCE: Institutional responses to TJCTA questionnaire and official salary schedules)

COLLEGE DISTRICT	BASE SALARY—SIXTH CONSECUTIVE YEAR OF SERVICE (Master's Degree; no credit earned toward higher degree)						
	Base Salary 1984-85	Base Salary 1985-86	Base Salary 1986-87	Percent Increase 1986-87 over 1985-86	Base Salary 1987-88	Percent Increase 1987-88 over 1986-87	Percent Increase 1987-88 over 1984-85
Alamo Community College District	$23,408[1]	$23,723[1]	$23,723[1]	—	$24,211[1]	2.06%	3.43%
Alvin Community College	23,141	24,067	24,067	—	24,789	3.00%	7.12%
Amarillo College	22,458[1]	23,213[1]	23,697[1]	2.09%	23,697[1]	—	5.52%
Angelina College	21,456	22,956	22,956	—	24,156	5.23%	12.58%
Austin Community College	20,150	20,587	20,587	—	21,620	5.02%	7.30%
Bee County College	21,334	23,041	23,357	1.37%	24,131	3.31%	13.11%
Blinn College	25,008	25,250	25,250	—	25,750	1.98%	2.97%
Cisco Junior College	19,243	21,000	21,000	—	22,308	6.23%	15.97%
Clarendon College	23,500	23,500	23,500	—	24,700	5.11%	5.11%
College of the Mainland	22,552	22,992	22,992	—	24,249	5.46%	7.52%
Cooke County College	19,351	19,738	19,738	—	20,725	5.00%	7.10%
Del Mar College	25,235[1]	26,460[1]	26,460[1]	—	26,550[1]	0.03%	5.21%
El Paso Community College	22,445	23,117	23,117	—	25,198	9.00%	12.27%
Grayson County College	22,269	22,981	23,221	1.04%	23,444	1.00%	5.28%
Hill College	18,664	20,986	22,036	5.00%	24,241	10.01%	29.88%
Houston Community College System	20,331	22,140	22,140	—	24,039	8.58%	18.24%
Howard College	21,400	22,103	22,103	—	22,822	3.25%	6.64%
Kilgore College	24,103	25,161	25,161	—	25,823	2.63%	7.14%
Lee College	24,385	26,824	26,824	—	26,824	—	10.00%
McLennan Community College	23,723	24,578	25,450	3.55%	26,376	3.64%	11.18%
Midland College	25,382	26,508	26,508	—	26,508	—	4.44%
North Harris County College	25,069	26,509	27,041	2.01%	27,690	2.40%	10.46%
Odessa College	23,900	24,300	24,300	—	24,800	2.06%	3.77%
Panola Junior College	23,550	23,550	23,550	—	23,750	0.85%	0.85%
Paris Junior College	19,794[2]	19,794[2]	19,794[2]	—	21,496[2]	8.60%[2]	8.60%[2]
Ranger Junior College	19,971	20,124	20,124	—	20,194	0.35%	1.12%
Southwest Texas Junior College	22,625	24,450	25,450	4.09%	26,750	5.11%	18.23%
Temple Junior College	20,620	21,470	21,470	—	22,875	6.54%	10.94%
Texarkana College	21,990	22,892	23,273	1.66%	24,074	3.44%	9.48%
Texas Southmost College	20,659	21,692	21,692	—	22,137	2.05%	7.15%
Trinity Valley Community College	20,000	21,500	22,700	5.58%	22,700	—	13.50%
Tyler Junior College	20,500	21,500	22,628	5.24%	22,628	—	10.38%
The Victoria College	24,613	25,351	26,112	3.00%	27,156	4.00%	10.33%
Weatherford College	21,950	22,400	22,900	2.23%	23,625	3.17%	7.63%
State Average	*$22,367*	*$23,229*	*$23,428*	*0.86%*	*$24,207*	*3.33%*	*8.23%*
State Median	*$22,505*	*$23,079*	*$23,315*	*1.02%*	*$24,156*	*3.61%*	*7.34%*

* Not all districts are included in the table. Reporting procedures make meaningful comparisons impossible for districts not listed.

[1] Reported salaries do not include stipends for advancement in professional rank.

[2] Paris Junior College: Prior to 1987-88 the college paid both the employer's and the employee's share of Social Security contributions. The employee's share was 7.15% of salary prior to 1988, 7.51% beginning in 1988. Beginning in 1987-88, employee's Social Security contribution is withheld from salary.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:00 p.m., Thursday, February 25, 1988, at the Loews Anatole Hotel in Dallas.

My check in the amount of $______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 23, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets are transferable.)

☐ Hold tickets to be picked up at the convention registration desk under my name.

☐ Mail tickets to me at the address shown below.

Name ______________________________

Address ______________________________

____

NOTE: TICKET ORDER SHOULD BE RECEIVED IN STATE OFFICE BY FEB. 19 TO ALLOW TIME FOR PROCESSING. MAIL TO: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736.

BANQUET TO OPEN ANNUAL CONVENTION

The opening session of the 41st annual TJCTA convention will be a banquet session open to all association members and invited guests. Scheduled to begin at 7:00 p.m., Thursday, Feb. 25, the session will be held in the Khmer Pavilion of the convention hotel, the Loews Anatole, in Dallas.

Featured speaker for the convention's opening session will be Carol A. Tavris, noted teacher, writer, and lecturer, who will speak on the convention theme, "We Care...We Teach." Dr. Tavris presently resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles.

Carol A. Tavris

Dr. Tavris holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan.

Her articles appear frequently in professional journals and popular magazines, including *Psychology Today*, *Vogue*, *American Health*, *Mademoiselle*, *Ms.*, *Redbook*, *Gentlemen's Quarterly*, *Woman's Day*, *Cosmopolitan*, and *Science Digest*. She has made guest appearances on *Donahue*, the *Today* show, the *CBS Morning News*, and *Good Morning, America*.

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, *Anger: The Misunderstood Emotion* (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of *Psychology* (Harper & Row, Publishers, 1987), an introductory psychology textbook.

Dr. Tavris has addressed numerous state, regional, national, and international organizations, including the American Psychological Association and the International Society for Research on Aggression.

Tickets for the banquet will be sold for $15 and **must be purchased in advance.** Tickets may be ordered by mail, using the form on the left.

For those unable to attend the banquet but who wish to hear Dr. Tavris' address, seating will be available at 7:45 p.m.

FACULTY LEADERS ATTEND ANNUAL CONFERENCE

Wilhelmina Delco

Carl Nelson

Frank Hill

E. Jean Walker

—Photos by Tom Stutzenburg

Faculty leaders from 46 Texas community junior colleges attended the eighth annual TJCTAConference for Faculty Organization Leaders held in Austin in the fall.

Keynote speaker for the day-long conference was E. Jean Walker, associate executive director of the Commission on Colleges, Southern Association of Colleges and Schools, from Atlanta. Dr. Walker spoke on "The Faculty Role in College Decision-Making."

Frank Hill, senior partner of the law firm of Hill, Heard, Oneal, Gilstrap & Goetz, spoke concerning "Recent Developments in Case Law Affecting Faculty Rights."

Addressing the luncheon session was Carl M. Nelson, president of Texarkana College. Nelson's topic was "A President's Perspective of Faculty Involvement in Decision-Making."

Featured speaker for the conference's closing session was State Rep. Wilhelmina Delco (D-Austin), who spoke on "The Faculty Organization and the Texas Legislature."

Plans for the conference were developed by a subcommittee of the TJCTA Professional Development Committee chaired by Ray Attner, Brookhaven College. Other subcommittee members were Steve Dutton, Amarillo College; Susan King, Howard College; Larry T. Patton, Galveston College; and Tony A. Hartman, Texarkana College.

OFFICER CANDIDATES NAMED FOR 1988-89

Michael Looney, San Antonio College, chairperson of the TJCTA Nominating Committee, has released names of candidates for state office for 1988-89. The committee met in Dallas on Nov. 7, and selected the slate of candidates. Nominees are listed in order determined by lot:

FOR PRESIDENT-ELECT:

Margaret A. Harbaugh, McLennan Community College
Emmeline Dodd, College of the Mainland

FOR VICE PRESIDENT:

David J. Clinkscale, Tarrant County Junior College–Northwest Campus
Constance N. Cameron, St. Philip's College

FOR SECRETARY:

Steve Dutton, Amarillo College
Joe Tom Rodgers, Collin County Community College

FOR TREASURER:

Laura L. Wyman, Vernon Regional Junior College
John R. Forshee, Western Texas College

The election will be conducted during the annual convention, Feb. 26. Officers' terms will begin April 1, 1988, and end March 31, 1989. Absentee voting will begin in late January, under arrangements outlined below. Detailed information and platform statements will appear in the convention issue of the *Messenger*.

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ____________________

PRINT Name ____________________

College ____________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 25, 1988. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

MAKE HOTEL RESERVATIONS EARLY

TJCTA members planning to attend the 41st annual convention, Feb. 25-27, 1988, at the Loews Anatole Hotel in Dallas, are encouraged to reserve hotel accommodations early. A block of 750 rooms has been reserved for the TJCTA convention, but it is likely that members who wait until the last minute to make reservations will be disappointed.

With the exception of special tours arranged for some of the section meetings, all convention activities will be held at the headquarters hotel.

Hotel accommodations may be reserved by completing the form below and mailing it directly to the hotel. Reservations will be processed as they are received—on a first-come, first-served basis. Reservations by telephone are not recommended.

1988 CONVENTION SCHEDULE ANNOUNCED

The general format for the February 1988 TJCTA convention has been released. A detailed program will appear in a special convention issue of the *Messenger* in January. Except for a few special tours arranged for some of the section meetings, all convention activities will be held in the Loews Anatole hotel in Dallas. An abbreviated schedule appears below:

THURSDAY, FEBRUARY 25, 1988

9:00 a.m.- 5:00 p.m.	—Special Meetings (to be announced)
12:00 Noon-10:00 p.m.	—Convention Registration
1:00 p.m.- 3:30 p.m.	—Committee Meetings, as called by Committee Chairpersons
4:00 p.m.- 5:00 p.m.	—Meeting of Executive Committee, Resolutions Committee, and all Committee Chairpersons
6:00 p.m.- 7:00 p.m.	—Social Hour (cash bar)
7:00 p.m.- 9:00 p.m.	—**FIRST GENERAL SESSION**

FRIDAY, FEBRUARY 26, 1988

7:30 a.m.- 8:45 a.m.	—Financial Planning Seminar (repeated at 12:30 p.m.)
8:00 a.m.- 5:00 p.m.	—Convention Registration
8:00 a.m.- 5:00 p.m.	—Exhibits Open
8:00 a.m.- 5:00 p.m.	—Polls Open (Election of Officers)
9:00 a.m.-10:30 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:45 a.m.-12:15 p.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
12:30 p.m.- 1:45 p.m.	—Financial Planning Seminar (repeat of 7:30 a.m. presentation)
2:00 p.m.- 4:00 p.m.	—**SECOND GENERAL SESSION**
4:30 p.m.- 6:00 p.m.	—Special Meetings (to be announced)
9:00 p.m.- 1:00 a.m.	—Dance for TJCTA Members and Invited Guests (admission by convention registration badge *only*)

SATURDAY, FEBRUARY 27, 1988

8:00 a.m.-11:30 a.m.	—Convention Registration
8:00 a.m.-11:30 a.m.	—Exhibits Open
9:00 a.m.-10:15 a.m.	—Section Meetings for Some Sections (visit to exhibits for others)
10:30 a.m.-11:45 a.m.	—Section Meetings for Remaining Sections (visit to exhibits for others)
11:45 a.m.	—Adjournment
12:00 Noon- 3:00 p.m.	—Special Meetings (to be announced)

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

41st Annual Convention
Loews Anatole Hotel — Dallas, Texas — February 25-27, 1988

HOTEL RESERVATION FORM

MAIL TO: Loews Anatole Hotel — 2201 Stemmons Freeway — Dallas, Texas 75207

Please reserve ________ room(s) of the type(s) checked below:
(Please note: Hotel policy permits a maximum of three guests per room.)

Check accommodations desired:	Rate:
——Single Room (1 person)	$72
——Double Room (2 persons)	$78
——Triple Room (3 persons)	$84

Arrival Date: Feb. ____, 1988   Arrival Time: * ________ __m.   Departure Date: Feb. ____, 1988

(Hotel check-in time is 4:00 p.m.; check-out time is 12:00 Noon.)

**Reservations will not be held after 6 p.m., unless arrival is guaranteed by American Express, Diner's Club, or Carte Blanche credit card or advance payment of one day's lodging.*

☐ *Arrival will be after 6 p.m. Hold room on a guaranteed basis with the following credit card:*

Type ____________________ *Number* ____________________ *Expiration Date* ____________

IMPORTANT INFORMATION: The Loews Anatole Hotel is unable to grant direct billing for room or incidental accounts. The hotel accepts all major credit cards. In the absence of an approved credit card, the hotel requests payment be by cash or traveler's checks. Credit information will be required at time of check-in. The hotel will not accept payment by personal or institutional check unless definite arrangements are made with the Credit Department at time of check-in.

Confirm reservations to: Name ______________________________ Phone A/C ________ - ____________

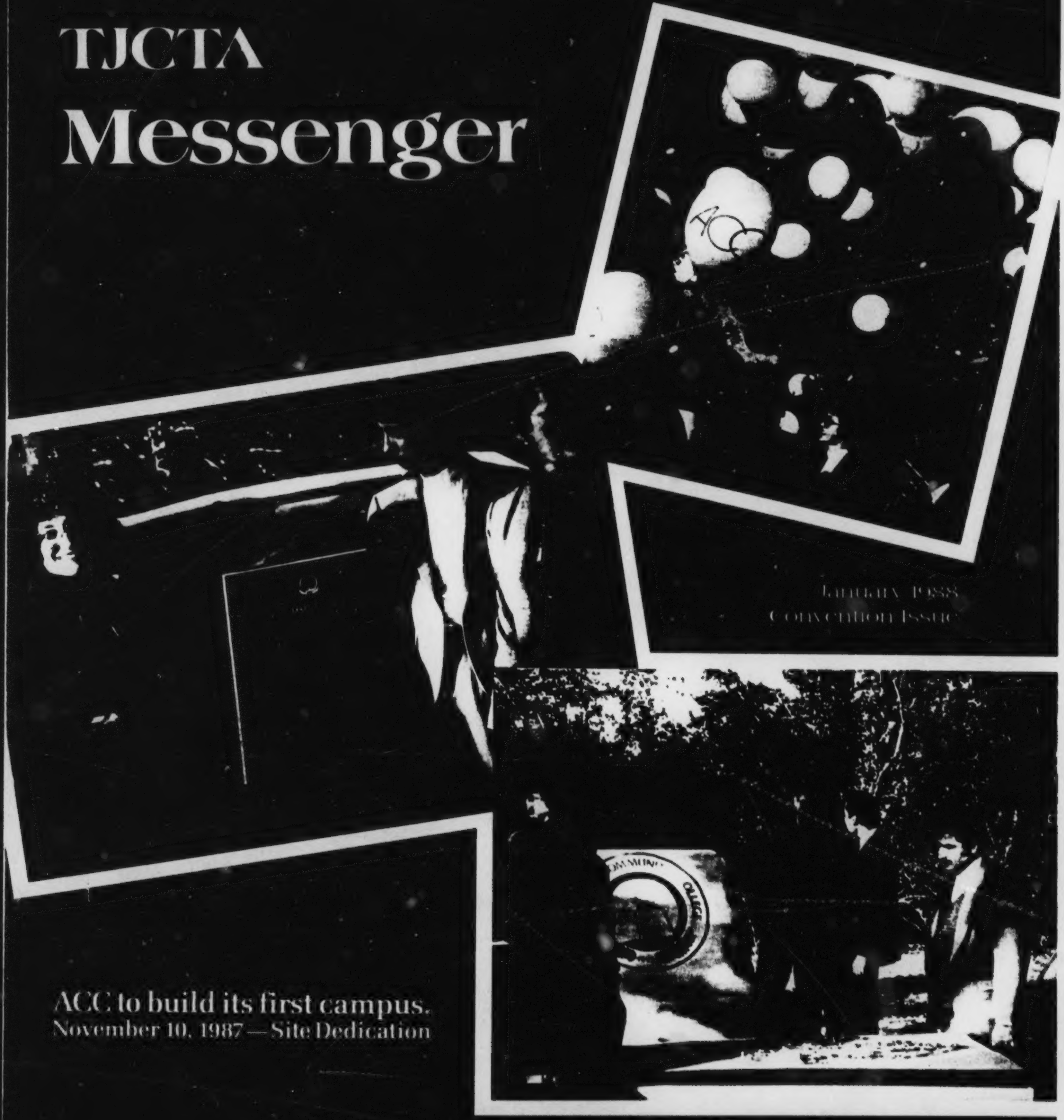
Address ______________________________ City ________________ State __________ ZIP ____________

ROOM(S) WILL BE OCCUPIED BY:

Name *(please print)*	Address	City/State/ZIP Code

TJCTA

Messenger



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TJCTA

MESSENGER

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1987-88
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TJCTA
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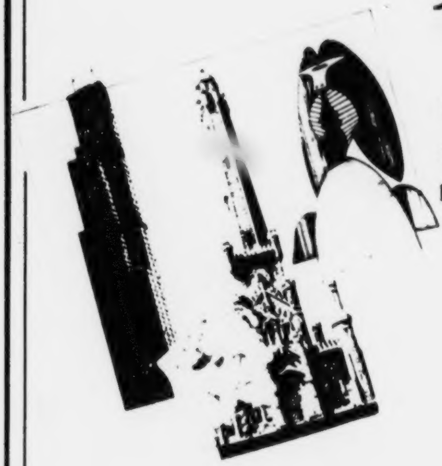

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The President's Message

In only a few days many of us will be gathering in Dallas for TJCTA's 41st annual convention. Our time together will be all too short. This year's agenda (like that of previous years) is very full; perhaps *too* full. There will be meetings and speeches and panel discussions. There will be exhibits and demonstrations and seminars. And, yes, there will be parties and the annual banquet and the annual dance. For those who attend all the functions planned, there will be very little "free" time.

I hope, though, that despite all the "busy-ness" of the convention, we will find time to renew acquaintances with friends and colleagues from all across Texas and that we will be able to arrange a few moments now and then through the days of the convention to share personal insights and experiences and to discuss in informal settings particular problems and challenges we've encountered since our last meeting.

In addition to our membership in TJCTA, we are drawn to Dallas by our common calling to the profession of teaching. When our Executive Committee discussed possible themes for the 1988 convention, a number of ideas were suggested. Predictably, some of the contemporary jargon of our profession and a bit of the cynicism borne of the current fiscal woes of our colleges crept into the discussion.

Finally, though, we reached consensus, adopting for this year's convention theme "*We Care...We Teach.*" The sentiment embodied in that theme will be repeated in various ways during many of the convention events. There is the danger, of course, that we will succumb to the temptation to regard the notion of *caring and teaching* as being trite and hackneyed. I hope we will resist that temptation.

What is it that summons us to become teachers? What is that seemingly irresistible force which draws us to our common calling? Surely it isn't the appeal of money. I know very few good teachers who could not earn substantially higher salaries in other pursuits. We aren't drawn to teaching because the work requires little time or energy. I know of no good teacher who is genuinely satisfied with the quantity or quality of work accomplished in a mere eight-hour work day.

Trite though it may seem, I believe we come into teaching because of the incalculable intrinsic rewards that accrue to those in our profession. You know what I mean. You've experienced the thrill of seeing your students really excited about learning. You've known the indescribable satisfaction and sense of achievement when a student's face conveyed that at last he grasped the point of the day's lesson. You've sensed the great joy that comes with the realization that you truly made a difference in a student's life...if only for a semester or even just a day. In short, *we care*; thus, *we teach*.

I extend to you a cordial invitation to join us in Dallas later this month as we celebrate our calling.

Mary R. Parker

Austin, Texas
February 1988

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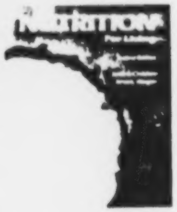

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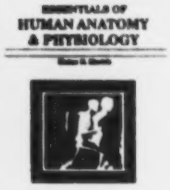

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CANDIDATES FOR STATE OFFICE, 1988-89

Officers of the Texas Junior College Teachers Association for 1988-89 will be elected during the balloting to be conducted at the convention on Friday, Feb. 26, 1988. Voting will be conducted in the election booth, located in the foyer of the Grand Ballroom of the Loews Anatole hotel in Dallas. Polls will be open from 8:00 a.m. to 5:00 p.m.

Two candidates for each of four positions were named by the TJCTA Nominating Committee last November. The Dec. 1 deadline for "nominations-by-petition" passed with no petitions being filed. Provision is made in the TJCTA Bylaws, however, for other candidates to be nominated from the floor during the general session.

The Nominating Committee report will be presented at the first general session, Thursday, Feb. 25, at which time floor nominations will be in order.

Only *professional* members are eligible to vote in the election. Voting privileges are not extended to associate, student, and unaffiliated members under terms of the Bylaws. Provisions for absentee voting are outlined on page 17.

Pertinent background information about the nominees appears on these pages. Order of listing candidates was determined by lot and therefore bears no special significance. Platform statements are direct, unedited quotes from the candidates.

CANDIDATES FOR PRESIDENT-ELECT

Margaret A. Harbaugh
McLennan Community College

Educational Background: University of Houston (BA, 1970); University of Texas (MLS, 1973); Ph.D. candidate, North Texas State University.

Professional Experience: Librarian, San Antonio College (1973-74); Librarian, McLennan Community College (1974-present).

Leadership Experience: TJCTA Vice President (1987-88); TJCTA State Secretary (1986-87); TJCTA State Treasurer (1985-86); TJCTA Membership Services Committee (1983-85); Chairperson, Placement Subcommittee (1984-85); TJCTA Campus Representative, (1983-present); McLennan Community College Faculty Council (member, 1975-78, 1980-82, 1984-86; Secretary, 1975-76); Representative to Instructional Council (1977-78); By-Laws Committee (1980-81); Chairperson, Elections Committee (1984-85); Representative to Enrollment Management Council (1985-86); Steering Committee on Student Retention (1980-82); Chairperson, Subcommittee on Data (1980-81); Outreach and Retention Task Force (1981-82); Texas Library Association Membership Committee (1976-78; 1981-84; Chairperson, 1981-82); Texas Regional Group of Catalogers and Classifiers (Program Chairperson, 1978-79; Chairperson, 1979-80; Executive Committee, 1978-81; Nominating Committee, 1983, 1985); College and University Division Continuing Education Committee, 1981-82; District III, TLA (Registration Committee, 1979; Nominating Committee, 1984; Program Committee, 1985); Local Arrangements Workshop Chairperson on "Effects of Automation on Technical Services," 1977.

Additional Information: Member: Altrusa Club of Waco, Inc., 1976-83 (Recording Secretary, 1977-78; Corresponding Secretary, 1980-81; First Vice President, 1981-82); Altrusa Club of the Brazos, 1983-present (Director, 1985-86; Altrusa Information Committee Chairperson, 1985-86; Second Vice President, 1986-87; First Vice President/Program Coordinator, present; Delegate to District Nine Conference, Altrusa International, 1987); The University of Texas at Austin, Graduate School of Library & Information Science Alumnae Association, 1973-present; Presentations: "Network Structure in the Regional Medical Library Program," American Society for Information Science, Annual Conference, 1974, "A Practical Approach to AACR2 Implementation for Small Libraries," Texas Library Association, District III Meeting, 1981; Outstanding Young Women of America, 1974; *Who's Who of American Women*, 11th ed.; Alpha Xi Delta National Fraternity, Waco-Heart of Texas Chapter, Charter member, Chaplain, 1982-85, Publicity Chair, 1985-86, Treasurer, 1986-present; Waco, Panhellenic, 1982-present.

Emmeline Dodd
College of the Mainland

Educational Background: Stephen F. Austin State University (BA, 1961; MA, 1965); University of Houston at Clear Lake (MS, 1980); doctoral studies at Texas A&M University.

Professional Experience: Instructor of Biology, San Jacinto College (1966-69); National Aeronautics and Space Administration, biological research for Apollo and Skylab projects (1970-72); Instructor of Biology, Houston Community College (1971-73); Instructor of Biology, College of the Mainland (1973-present).

Leadership Experience: TJCTA State Treasurer (1987-88); TJCTA State Vice President (1982-83); TJCTA State Secretary (1981-82); Professional Development Committee (Chairperson, 1986-87); Legislative Committee (1975-78); *Ad Hoc* Committee on Faculty Role in College Governance (1980-81); Nominating Committee (1979-80, 1985-86); Chairperson, TJCTA Membership Committee (1984-85); TJCTA Campus Representative (1981-present); Chairperson, Self-Study Steering Committee, College of the Mainland (1981-83); COM faculty representative to Board of Trustees (1983-84).

Additional Information: Bay Area Woman of the Year nominee (1987); Certified Public Accountant; College of the Mainland Piper professor nominee (1978, 1981, 1986); "Teacher of the Year," San Jacinto College (1968); COM Outstanding Teacher (1982, 1986); Outstanding Young Women of America (1967, 1974); "Who's Who in Education" (1978); NASA Area "Go-Texan" Committee for Houston Live Stock Show and Rodeo (1986-present); Member, Board of Directors, Stephen F. Austin State University Alumni Association (1983-present); Bay Area Panhellenic Council (1979-present); Philanthropic chairperson, Bay Area Chi Omega Alumni (1986); Model for Conni-Laine Agency (Neiman's, Macy's, Foley's, Sakowitz); Chaired fund-raising drives in 1987 for American Heart Association, Lunar Rendezvous, Association for Retarded Citizens, and scholarships for SFASU; Outstanding Young Women of America (1967,1974); Who's Who in Education (1978); Member, Clear Lake Chamber of Commerce, Houston Bromiliad Society.

PLATFORM STATEMENTS

TJCTA is the most influential force representing two-year college teachers in Texas.

It must continue to:

- give high priority to lobbying efforts to protect funding;
- provide information to all agencies which affect higher education in Texas;
- sustain efforts in support of academic freedom and tenure;
- support an active role for faculty in college governance;
- promote high standards of academic achievement and professionalism.

I am confident that during my three consecutive years on the Executive Committee I have developed an understanding of the organization and its current operation which qualify me to serve as President-Elect in 1988-89 and President in 1989-1990.

—MARGARET HARBAUGH

TJCTA, without question, is the most effective organization representing community colleges. We must safeguard TJCTA's independence from undue influence by other organizations, while cooperating with them when it is clearly to the advantage of our members. Having served in every office and as chair or member of almost all TJCTA committees, I can provide the aggressive, experienced leadership that can improve the already outstanding effectiveness of TJCTA by:

- development of local faculty organizations with TJCTA providing professional consultation;
- closer rapport with legislators who support community colleges; and
- enhancing the proper role of faculty in college governance.

—EMMELINE DODD

CANDIDATES FOR VICE PRESIDENT

David J. Clinkscale

Tarrant County Junior College–Northwest Campus

Educational Background: Southwest Texas State University (BA, 1971); University of Missouri-Columbia (MA, 1972); postgraduate studies at North Texas State University.

Professional Experience: Part-time government instructor, Tarrant County Junior College–Northeast Campus (1976-77); Instructor of Government, Tarrant County Junior College–Northwest Campus (1977-present); Coordinator of History/Government Department, TCJC-NW (1981-present).

Leadership Experience: TJCTA State Secretary (1987-88); TJCTA State Treasurer (1986-87); TJCTA Legislative Committee (1982-86); Chairperson, Legislative Committee 1984-86); TJCTA Campus Representative (1980-86); Chairperson, TCJC-NW Campus Faculty Senate (1979-80); TCJC Professional Rights and Responsibilities Committee (1979-80); TCJC-NW Faculty Association President-Elect (1983-84); President (1984-85).

Additional Information: Member, Texas State Historical Association; Minnie Stevens Piper Professor (1984); Teaching Fellow, The Washington Center's Short Course at the 1984 Republican National Convention; Nominee, 1986 Chancellor's Award for Teaching Excellence, TCJC.

Constance N. Cameron

St. Philip's College

Educational Background: Hampton University (B.S., 1949); Trinity University (M.Ed, 1972); post graduate studies at The University of Texas at Austin, Trinity University, New York University, Our Lady of the Lake.

Professional Experience: San Antonio Public Library (1958-66); San Antonio Independent School District (1966-70); Associate Professor of English, St. Philip's College (1970-present).

Leadership Experience: Chairperson, TJCTA Resolutions Committee (1984, 1986); TJCTA Legislative Committee (1984-86); Chairperson, TJCTA Nominating Committee (1985); President, St. Philip's College Faculty Senate (1975-76, 1977-78); St. Philip's College Senate, Secretary and Member (1970-85; Committees - Promotion, Grievance, and Salary); Alamo Community College District Planning Overview (1983-85); Self-Study Committee (1979); St. Philip's College Auxiliary Services Committee (1987-present).

Additional Information: Nominee, Minnie Stevens Piper Award (1979, 1977); NCTE, CCTE, Alpha Kappa Alpha Sorority; Bexar County Opportunities Industrial Center (First Vice Chairman, 1987-present; Board Member, 1977-present); Delegate to State Democratic Convention (1976-84); Judge, Young Pegasus, San Antonio Public Library (1970-85); Advisory Committee, Guadalupe Cultural Center, Literature Program (1986-present).

PLATFORM STATEMENTS

Experienced leadership is needed to keep TJCTA the strong, effective voice of junior college educators in Texas. I offer that leadership, and if elected I will continue to:

- monitor and communicate to our members legislative and policy initiatives which affect our profession;
- strengthen TJCTA's vital role in uniting all segments of the two-year college community;
- enhance public awareness of community college education as one of our state's best investments.

My service on the Executive Committee as well as my understanding of the legislative process will enable me to serve effectively as your Vice President. I commit my time and my talents to you, and I ask for your continued support.

—DAVID J. CLINKSCALE

Since I became a member of TJCTA in 1970, I have been an advocate and a supporter of faculty concerns and goals. In light of growing attacks on higher education — community colleges, especially—I would put forth every effort:

- to promote a better understanding and relationship with members of the legislature;
- to improve relations between faculty and administration;
- to increase membership participation in our organization;
- to continue to support and to implement academic freedom; and
- to work with other groups and organizations to upgrade academic standards and salaries.

—CONSTANCE CAMERON

CANDIDATES FOR SECRETARY

Steve Dutton

Amarillo College

Educational Background: West Texas State University (BS, 1968; MS, 1972); postgraduate studies at North Texas State University and West Texas State University.

Professional Experience: Instructor of Science, Adrian ISD (1968-70); Instructor of Science, Dalhart ISD (1972-73); Instructor of Biology, Amarillo College (1973-present) Coordinator of Biological Sciences Depatment, Amarillo College (1986-present).

Leadership Experience: TJCTA Professional Development Committee (Chairperson, 1987-88; Secretary (1984-87; Member, 1984-present); Member, TJCTA Subcommittee on Planning the Conference for Faculty Organization Leaders (1984-87); Member, TJCTA Subcommittee on Faculty Role in College Governance (1984-86); Member, TJCTA Resolutions Committee (1983-84); President, Amarillo College Faculty Association (1980-81); Amarillo College Faculty Senate (President, 1982-83; Member, 1983-85, 1986-present); Ombudsman for Academic Master Plan Task Force, Amarillo College (1987-present); Amarillo College Committee for Faculty Evaluation (1981-present); Amarillo College Election Committee (1977-present); Amarillo College Committee for Computer Instructional Users (1982-83); Amarillo College Retention Committee (1979-80); Amarillo College Self-Study Committee on Organization and Management Systems (1980-81) .

Additional Information: Member, American Association for the Advancement of Science; Assistant Director, High Plains Regional Science Fair (1986-present); Assistant Scoutmaster, Boy Scouts of America.

Joe Tom Rodgers

Collin County Community College

Educational Background: Tyler Junior College (AA, 1966); University of Texas at Austin (BS, 1968); East Texas State University (MS, 1972); George Peabody College for Teachers (Ph.D., 1976).

Professional Experience: Instructor of Mathematics, Hood Junior High School, Dallas ISD (1968-69); Bryan Adams High School, Dallas ISD (1969-71); Aquinas Junior College, Nashville (1974-76); South Garland High School (1976-77); Tyler Junior College (1977-86); Collin County Community College (1986-present).

Leadership Experience: TJCTA Auditing Committee (Vice Chairperson, 1983-84; Chairperson, 1985-86); Member, TJCTA Legislative Committee (1986-present); TJCTA Campus Representative (1986-present).

Additional Information: Member, Mathematical Association of America, National Council of Teachers of Mathematics.

PLATFORM STATEMENTS

I believe in TJCTA:

- I believe in the strength that unity in TJCTA gives our voice in the Texas Legislature;
- I believe our various Association committees serve our interests by serving the cause of two-year college education in Texas;
- I believe that the effectiveness of our organization depends on effective communication among all its elements;
- I believe we must work vigorously to increase membership, to maintain high standards in service to our students, to our communities, and to our profession.

I believe we will.

—STEVE DUTTON

TJCTA is the most effective voice for Texas community colleges. It is important to continually work to maintain TJCTA's leadership role in community college affairs. State fiscal uncertainty makes it critical that the public be made aware of the value of Texas community colleges.

TJCTA can increase its effectiveness by:

- increasing the effectiveness of the membership recruiting effort;
- making the TJCTA *Messenger* a more effective service to members;
- promoting high standards of academic and professional excellence; and
- promoting an active role for faculty in college governance

I respectfully ask for your support.

—JOE TOM RODGERS

PLATFORM STATEMENTS

I have always firmly supported TJCTA as the voice of Texas junior college teachers. If elected to the office of Treasurer, I pledge to:

- **Support the officers and the Executive Secretary in planning for the organization's future;**
- **Work to increase the visibility and the membership of TJCTA;**
- **Faithfully and with integrity administer the financial affairs of TJCTA;**
- **Advance the positions of TJCTA in the public forums in the state;**
- **Uphold academic freedom, teaching excellence, and faculty participation in college governance;**
- **Offer my best advice, ideas, and leadership for the advancement of TJCTA.**

—LAURA L. WYMAN

Last year more than one platform statement reminded us of the difficult year ahead. Higher education in general and two-year colleges in particular face an even more difficult time than these statements indicated. TJCTA must serve its members in the present and plan for the future. It must have the knowledgeable, dedicated, and experienced leadership to meet these challenges. I pledge to devote the necessary time, energy, and resources to help TJCTA and its members meet these challenges. I pledge to work with members of TJCTA and the Executive Committee to make our organization an even more effective voice for educators in two-year colleges throughout Texas.

—JOHN R. FORSHEE

CANDIDATES FOR TREASURER

Laura L. Wyman
Vernon Regional Junior College

John R. Forshee
Western Texas College

Educational Background: Midwestern University (B. A., 1964, M. A., 1967); Additional graduate study-University of Nebraska-Lincoln; Studied in Greece and China.

Professional Experience: Graduate Assistant, Midwestern State University (1965-67); Teaching Associate, University of Nebraska-Lincoln (1967-70); Instructor of History, College of St. Mary, Omaha, Nebraska (1970-72); Chairperson, Division of Business & Social Science, Vernon Regional Junior College (1975-83); Instructor of History, Vernon Regional Junior College (1972-present).

Leadership Experience: TJCTA Legislative Committee (Vice Chairperson, 1986-87; Member, 1985-present); TJCTA Membership Services Committee (Chairperson, 1983-84; Member, 1982-85); TJCTA Campus Representative (1987-88); Vernon Regional Junior College Faculty Forum (President, 1987-88, 1985-86, 1975-76, 1974-75; Parliamentarian, 1984-85, 1986-87); VRJC Personnel Committee (Chairperson, 1987-88, Member, 1985-present); VRJC Administrative Council (1985-present); VRJC Academic Council (1975-83); VRJC Faculty Committee on Policies and Procedures (Chairperson, 1978-80; Member, 1978-82); VRJC Public Information Committee (1982-84); VRJC Catalog and Curriculum Committee (1975-83); VRJC Student Discipline Committee (1977-78); VRJC Tenure Advisory Committee (1975-76); VRJC Presidential Search Advisory Committee (1981-82).

Additional Information: Notable Woman of Texas (1985); Wilbarger County Sesquicentennial Committee (1984-86); Member: Organization of American Historians, Southwestern Historical Association, Western History Association, Phi Delta Kappa, Phi Theta Kappa, Pi Gamma Mu, Alpha Chi.

Educational Background: North Texas State University (BA, 1967); Baylor University (MA, 1974); postgraduate studies at North Texas State University; Georgetown University (NEH Grant, 1976).

Professional Experience: Instructor of Social Studies and Math, Chilton Independent School District (1968-69); Instructor of Social Studies, Waco Independent School District (1969-73); Instructor of Social Science, Ranger Junior College (1974-83); Assistant Professor of Political Science, Western Texas College (1983-present).

Leadership Experience: TJCTA State Treasurer (1983-84); TJCTA Legislative Committee (Member, 1984-present; Chairperson, 1986-88); Member, TJCTA Membership Services Committee (1978-83); Chairperson, Membership Services Committee (1981-83); Member, TJCTA Auditing Committee (1976-77); Ranger Junior College Faculty Association (President, 1977-79; Vice President, 1976-77; Compensation Committee, 1977-83); Western Texas College Faculty Association (Welfare Committee, 1983-present; Chairperson, Admissions and Registration Committee, 1984-present; Chairperson, Committee on Faculty Evaluation Committee, 1984-86; Academic Affairs Committee, 1983, 1985); Ranger Unit, American Cancer Society (Chapter Vice President, 1975-76; President, 1976-77; Secretary-Treasurer, 1977-78; Crusade Chairperson, 1978).

Additional Information: Member: American Political Science Association; Southwestern Social Science Association (Panel discussant 1976-78, 1986; Committee on Political Science in two-year colleges, 1977-78; Chairperson, 1978); National Science Foundation Award, 1976; Author (*Readings in American Politics and Government*; *Lobbying for Junior College Appropriations*; *Crime Victim Compensation in Texas*; *One World: Countries Database*) .

PROCEDURES FOR ABSENTEE VOTING

TJCTA members who are unable to attend the convention this year may still express their preferences for 1988-89 officer candidates. The constitution adopted in 1975 provides for absentee voting by professional members "*who expect to be absent from the general convention.*"

In order to vote absentee, a member must complete the Request for Absentee Ballot below (or a reasonable facsimile thereof) and send it to the TJCTA State Office in Austin. After verifying eligibility for voting, the State Office will send the member an official ballot, which must be returned in the carrier envelope provided for that purpose "at least three days immediately preceding the opening session of the general convention." Absentee ballots received after that deadline may not be counted.

Measures will be taken to assure that a member who votes by absentee ballot does not receive another ballot if he or she later finds it possible to attend the convention.

TEXAS JUNIOR COLLEGE TEACHERS ASSOCIATION

REQEST FOR ABSENTEE BALLOT

TJCTA Bylaws, Article III, Section 2: ***"Any professional member who expects to be absent from the general convention may cast a ballot by mail... Any professional member who properly completes the request form and sends it to the State Office shall be provided an official ballot..."***

Pursuant to the Bylaws of the Texas Junior College Teachers Association, I hereby request that I be provided with an Official Ballot for use in electing officers for 1988-89. I expect to be absent from the convention to be held February 25-27, 1988.

NOTE: If you do not "expect to be absent from the convention," please do not request the privilege of voting by absentee ballot.

Member's Signature ______________________________

PRINT Name ______________________________

College ______________________________

MAIL THIS FORM TO THE STATE OFFICE: TJCTA, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. **REQUESTS MUST BE RECEIVED NO LATER THAN FEBRUARY 17.** Under no circumstances may a ballot be sent to a member whose request is received after the deadline date. Absentee ballots will be mailed from the State Office in early February, and the marked ballots must be returned to the State Office no later than February 23, 1988. **NO EXCEPTIONS TO THE DEADLINES STATED ABOVE MAY BE PERMITTED.**

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GENERAL SESSION SPEAKERS ANNOUNCED

Program plans for the 1988 TJCTA convention include two outstanding general session speakers. Keynote speaker for the convention's first general session Thursday, Feb. 25, will be Carol A. Tavris, prominent educator, author, lecturer, and talk-show guest. Texas Commissioner of Higher Education Kenneth H. Ashworth will speak at the second general session, Friday, Feb. 26.

The Thursday opening session will be a banquet meeting open to all association members and invited guests. Scheduled to being at 7:00 p.m., the session will be held in the Khmer Pavilion of the convention hotel, the Loews Anatole, in Dallas. Dr. Tavris will speak on the convention theme, "We Care...We Teach."

Presently residing in Los Angeles, Dr. Tavris is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines, including *Psychology Today*, *Vogue*, *American Health*, *Mademoiselle*, *Ms.*, *Redbook*, *Gentlemen's Quarterly*, *Woman's Day* , *Cosmopolitan*, and *Science Digest*. She has made guest appearances on *Donahue*, the *Today* show, the *CBS Morning News*, and *Good Morning, America*.

Dr. Tavris has lectured and written widely on human sexuality. She is author of what is generally regarded as the definitive work on anger, *Anger: The Misunderstood Emotion* (Simon & Schuster, 1982); and she is co-author (with Carole Wade) of *Psychology* (Harper & Row, Publishers, 1987), an introductory psychology textbook. Dr. Tavris has addressed numerous state, regional, national, and international organizations, including the American Psychological Association and the International Society for Research on Aggression.

Carol A. Tavris

Kenneth H. Ashworth

Tickets for the Thursday evening banquet will be sold for $15 and **must be purchased in advance.** Tickets may be ordered by mail using the form on this page. For those unable to attend the banquet but who wish to hear Dr. Tavris' address, seating will be available at 7:45 p.m.

Kenneth H. Ashworth has served as commissioner of higher education for Texas since 1976. He was a 1958 Phi Beta Kappa graduate in economics from The University of Texas at Austin. He was presented the highest honors award at Syracuse University in 1959, upon completion of his master's degree in public administration. Later, upon returning to Texas, he completed his Doctor of Philosophy degree in the history and philosophy of education in 1969 at UT-Austin.

During his early working career, Ashworth was employed with the U.S. Treasury Department, the Urban Renewal Administration, and the San Francisco Redevelopment Agency. He was with the U.S. Office of Education in Washington during 1965-66, returning to Austin in 1966 as assistant commissioner for federal programs and facilities planning for the Coordinating Board. In 1969, he joined The University of Texas System as an assistant to the vice chancellor for academic programs, assuming the position of vice chancellor the following year.

In 1973, Ashworth began serving as executive vice president of The University of Texas at San Antonio. In the spring of 1976, he returned to Austin to rejoin the staff of the Texas Higher Education Coordinating Board, this time as commissioner. Ashworth is a member of several service and professional organizations. He served on the Commission on Colleges of the Southern Association of Colleges and Schools and is a member of the Philosophical Society of Texas and the Austin Town and Gown Club. He has published numerous articles and authored two books. The latest, published in 1979 and entitled *American Higher Education in Decline*, deals with the problems currently facing the nation's colleges and universities.

Ashworth will address the TJCTA convention at the Friday afternoon session, scheduled to begin at 2:00 p.m., in the Loews Anatole's Khmer Pavilion.

REQUEST FOR BANQUET TICKETS

Please send __________ tickets (at $15 each) for the TJCTA banquet scheduled for 7:00 p.m., Thursday, February 25, 1988, at the Loews Anatole Hotel in Dallas.

My check in the amount of $_______________, payable to TJCTA, is enclosed.

I understand that full refunds will be made if reservations are cancelled before 12:00 Noon, Tuesday, February 23, and that **no refund will be made for reservations cancelled after that time.** (Banquet tickets are transferable.)

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COSMETOLOGY SECTION TO DISCUSS NUTRITION

A noted wellness authority will discuss the importance of nutrition and exercise in the TJCTA Cosmetology Section Meeting during this month's convention. In the Friday session, Carolyn D. Henson, president of Wellness Communications, Inc., will address the section.

Carolyn Henson

Ms. Henson holds the Bachelor of Science degree from Hardin-Simmons University and the Master of Arts from Texas Woman's University. She is editor and publisher of *Rx: Live Well*, a nationwide quarterly health promotion newsletter purchased by physician groups, hospitals, and health maintenance organizations for their clients. She is author of *A Wellness Workbook for Teenagers* (Steck-Vaughn Co., 1985), and contributing author for *Cardiovascular Nursing* (The C. V. Mosby Co., 1984) and *Choosing Good Health* (Steck-Vaughn Co., 1983).

During the Cosmetology Section Meeting on Saturday, officials of the Texas Cosmetology Commission will be presented in a panel discussion of current developments within the licensing agency. Panel members will include Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; and Delores Alspaugh, Manager of Information Services.

Chairperson of the Cosmetology Section this year is Linda Kalmus, Wharton County Junior College.

PANEL TO DISCUSS ACADEMIC SKILLS PROGRAM

Jeff Campbell

Nellie Carr Thorogood

William Davis

Mary Parker

Immediately following the second general session of the convention, a panel will discuss implementation of the Texas Academic Skills Program and development of the tests to be used in assessment. Panel members will include a university English professor, a community college president, and two community college teachers.

Jeff H. Campbell, Professor of English at Midwestern University, serves as a member of the Council on Learning Excellence—the advisory board appointed by the Texas Higher Education Coordinating Board to help implement the basic skills program. Campbell holds the Bachelor of Science degree in English from Southern Methodist University and the Ph.D. from Duke University. He served on the English faculty of Southwestern University from 1962 until 1974, when he joined the faculty of Midwestern.

Nellie Carr Thorogood, President of North Harris County College–East Campus, was formerly the Assistant Commissioner for Community Colleges and Technical Institutes of the Coordinating Board. She holds bachelor's and master's degrees in business from North Texas State University and the Ph.D. in educational administration from The University of Texas at Austin. She previously served on the faculty of College of the Mainland and North Harris County College–South Campus, and served as Dean of Occupational Education and Technology at San Antonio College.

William C. Davis, Instructor of Psychology at Texas Southmost College, chairs the Subcommittee to Study State Policy on Basic Skills Testing of the TJCTA Professional Development Committee. He holds the Bachelor of Arts degree from The University of Texas at Austin, the Master of Education degree from Pan American University, and the Ed.D. from East Texas State University.

TJCTA State President Mary R. Parker, is a mathematics instructor at Austin Community College. She received the Bachelor of Arts degree from The University of Texas at Austin and the Master of Arts degree from the University of Oregon. She is a doctoral student in mathematics and statistics from UT-Austin.

Panel members will react to the address by Texas Commissioner of Higher Education Kenneth H. Ashworth. Members of the audience will be invited to participate in the discussion.

NOTED SOCIOLOGIST TO ADDRESS SECTION

TJCTA members attending the meetings of the Sociology Section at this month's convention will have the opportunity to hear a distinguished educator, lecturer, and author discuss the results of research on the status of youth in low-income neighborhoods. William Kornblum, Professor of Sociology at the Graduate School of the City University of New York, will speak at both the Friday and Saturday meetings of the Sociology Section.

William Kornblum

Kornblum's topic Friday will be "Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low-Income Neighborhoods." In Saturday's meeting, he will discuss trends in sociological research and teaching, commenting on recent growth in sociology programs and relating his remarks to the burgeoning problems of homelessness and street populations.

Kornblum is a specialist in urban and community studies. He began his teaching career with the Peace Corps in the early 1960s, when he taught physics and chemistry in French-speaking West Africa. He received his Bachelor of Science degree in biology from Cornell University; the Master of Arts in social science from the University of Chicago; and the Ph.D. in sociology, also from the University of Chicago.

Kornblum is the co-author (with Joseph Julian) of *Social Problems* (Prentice-Hall, 1986), a comprehensive textbook about social problems and social policies in the United States. Other major publications include *Blue Collar Community* (University of Chicago Press), a study of the steel-making community of South Chicago; and *Growing Up Poor* (with Terry Williams) (D. C. Heath), a study of teenagers growing up in different low-income communities in the United States.

Program arrangements for the Sociology Section were developed by Glenn C. Currier, El Centro College.

FEDERAL GRANT PROJECT DIRECTORS SET MEETING

On Thursday, Feb. 25, from 8:00 a.m. to 12:00 Noon, project directors and managers for federal discretionary grants funded under the Carl D. Perkins Vocational Education Act will meet. Staff from the Division of Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board are responsible for arrangements for the half-day session.

According to Dale F. Campbell, assistant commissioner, the meeting will provide participants with an opportunity for networking among all project directors and will give directors opportunities to report on the progress of their projects. The meeting will also provide for review, discussion, and reinforcement of the goals established in the Master Plan for Vocational Education.

Participants will gather for coffee at 8:00 a.m., and the general session will begin at 8:30 in the Fleur-de-Lis Room of the Loews Anatole hotel in Dallas.

"CALCULUS" IS TOPIC FOR MATHEMATICS SECTION

TJCTA members attending the Mathematics Section Meeting will hear a discussion of "Calculus: Present and Future" at this month's annual convention. The discussion Saturday morning will feature Richard A. Hunt, Professor of Mathematics at Purdue University, and Mike W. Dellens, mathematics instructor at Austin Community College.

Richard A. Hunt

Hunt, who was chosen for "best teacher" honors by advanced science students, has taught calculus for more than 20 years, including positions at Princeton University and the University of Chicago, before being appointed to the mathematics faculty at Purdue in 1978. He received the Ph.D. degree from Washington University and has been recognized internationally as the recipient of the Salem Prize in 1969 for his work in harmonic analysis. Hunt's many publications reflect an in-depth research of both harmonic analysis and potential theory. Among his works is the college textbook, *Calculus (With Analytic Geometry)* (Harper & Row, Publishers).

Friday's Mathematics Section Meeting will feature a discussion and demonstration of "Latest Trends and Latest Software." Speakers will include Margaret Lial, mathematics instructor at American River College, Sacramento; Vivian A. Dennis, mathematics instructor, Eastfield College; and Gary Klein, Director of Educational Computing for the Dallas County Community College District.

Chairperson of the Mathematics Section this year is Eddie W. Robinson, Cedar Valley College.

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PROFESSORS TO ADDRESS GOVERNMENT SECTION

Grier Stephenson

Anthony Champagne

Two topics of major contemporary interest in political science will be discussed at this year's meetings of the TJCTA Government Section.

At the Friday session, Grier Stephenson, Jr., Professor of Government and Politics at Franklin and Marshall College, will speak on "Super Tuesday," discussing the high stakes up for grabs among this year's presidential hopefuls in the March 8 primaries. Stephenson's areas of specialization include American politics, constitutional law, and judicial politics. He is a speaker for the Commonwealth Speakers Program sponsored by the Pennsylvania Humanities Council, a recipient of the Lindback Award for Distinguished Teaching, and is author of numerous articles, papers, and books, including the survey text, *American Government* (Harper and Row, 1988).

Speaker for Saturday's Government Section Meeting will be Anthony Champagne, Professor of Government at The University of Texas at Dallas, whose topic will be "Judicial Reform in Texas." Champagne contributed to the recent CBS *60 Minutes* segment exposing some of the problems with the state judicial system of Texas. Champagne is presently writing a book on judicial reform in Texas and has published a widely cited article in *Southwestern Law Journal* which has led to interviews in *The Wall Street Journal*, *Newsweek*, *U. S. News & World Reports*, *Common Cause*, and the *60 Minutes* segment.

Plans for this year's Government Section programs were developed by section co-chairpersons, Lawrence W. Miller, Collin County Community College, and Richard Lee Elam, Hill College.

TEXAS BANKING TRENDS TO BE DISCUSSED

Roger LeRoy Miller

"Banking Trends in Texas" is the topic for discussion at the Friday meeting of the TJCTA Economics Section during this month's convention in Dallas. Featured speaker will be Roger LeRoy Miller, senior research scholar in the College of Commerce and Industry at Clemson University.

Miller received his Ph.D. degree from the University of Chicago in 1968 and has taught at the University of Washington and the University of Miami. He co-founded the Law and Economics Center at the University of Miami School of Law in 1974 and was at various times its associate director and interim director from then until 1984. He is presently affiliated with the Center for Policy Analysis and the Department of Economics at Clemson.

Miller has been teaching in the areas of economic analysis of legal cases, price theory, and monetary theory. He has lectured frequently to journalists throughout the country, presenting them with innovative ways to understand and report on economic news. He is a prolific author in the subjects of statistics, economics, business law, consumer economics, personal finance, and political science. Among other major works, Miller is author of the basic economics textbook, *Economics Today* (Harper & Row, Publishers).

Speaker for the Saturday Economics Section Meeting will be Art Ekholm, manager for economic research, Texas Utilities Electric Company. His topic will be "Economics of Texas Public Utilities."

Chairperson of the Economics Section this year is Harold R. Huth, Blinn College.

FINANCIAL PLANNING SEMINAR SCHEDULED

For the seventh consecutive year, TJCTA members attending the annual convention will have the opportunity to gain practical and valuable information concerning personal finances. David Bell, business instructor at Richland College, will conduct a financial planning seminar beginning at 7:30 a.m., Friday, Feb. 26, in the Sapphire Room of the Loews Anatole hotel in Dallas. The seminar will be repeated at 12:30 p.m., the same day.

David Bell

Bell holds BBA and MBA degrees from Stephen F. Austin State University. Certified as a financial planner and enrolled to practice before the Internal Revenue Service, Bell teaches income tax and personal money management at Richland College.

During the TJCTA seminar, Bell will discuss subjects such as budgeting, setting financial goals, taxes, investments, and estate planning.

Arrangements for the seminar were developed by the TJCTA Membership Services Committee chaired by Edith Bartley, Tarrant County Junior College–South Campus. Bell's appearance was arranged by Evelyn Sconce, Richland College, a member of the committee.

SECRETARIAL SCIENCE SECTION TO TOUR INFOMART FACILITIES

A tour of EPOCENTER at INFOMART is scheduled for members of the TJCTA Secretarial Science Section attending this month's convention. The INFOMART center is billed as "the world's first information processing market center," and provides research and demonstration facilities for virtually all major manufacturers of information processing hardware and software.

TJCTA members will view a video presentation upon arrival at INFOMART, then divide into two groups for product demonstrations. A demonstration by representatives of the Xerox Corporation will present "the easiest, most user-friendly document processing system that exists today." The second demonstration will be presented by representatives of CPT Corporation, a worldwide manufacturer of office automation products, including workstations, networking systems, desktop publishing systems, intelligent shared resource systems, and peripherals. The demonstration for TJCTA members will present an overview of electronic publishing on CPT's full-page, easy to use DOS-based system. According to program planners, the demonstration will be informational for those who are not necessarily graphic arts professionals, but who are interested in the "art" of doing their own publishing to produce books, newsletters, proposals, simple manuals, and other documents.

Saturday's meeting of the Secretarial Science Section will feature a discussion of "New Technologies in the Classroom" by Dennis Curtin, author of many papers and books on the business applications of microcomputers. Curtin began as an editor at Prentice-Hall, where he developed numerous textbooks for courses in engineering, technical, and vocational education. Later, as the executive editor of Prentice-Hall's engineering and technical publishing programs, he greatly expanded their vocational and career education publishing programs. As editor-in-chief of Prentice-Hall's international division, Curtin launched a new publishing program in Europe that specialized in titles of international interest in the fields of business and computer science.

Curtin has written numerous books on spreadsheet applications and word processing. His first major textbook, *Microcomputers: Software and Applications*, was published two years ago by Prentice-Hall. This year Prentice-Hall has published Curtin's series, *Word and Information Processing on Microcomputers* and his new text, *Applications Software*.

Arrangements for the Secretarial Science Section programs were developed by Nancy S. Whitworth, Trinity Valley Community College, who serves this year as section chairperson.

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9:00 a.m.– 5:00 p.m.	Special Meetings (to be announced)
12:00 Noon–10:00 p.m.	Convention Registration—Grand Ballroom Foyer
1:00– 4:00 p.m.	Committee Meetings, as called by Committee Chairpersons
4:00– 5:00 p.m.	Meeting of Executive Committee, Resolutions Committee, and all TJCTA Committees—Peridot Room
6:00– 7:00 p.m.	Informal Social Hour with Cash Bar—Khmer Pavilion
7:00– 9:00 p.m.	BANQUET AND FIRST GENERAL SESSION—Khmer Pavilion

FRIDAY—FEBRUARY 26, 1988

7:30– 8:45 a.m.	Financial Planning Seminar—Sapphire Room (repeated at 12:30 p.m.)
8:00 a.m.– 5:00 p.m.	Convention Registration—Grand Ballroom Foyer
8:00 a.m.– 5:00 p.m.	Exhibits Open—Grand Ballroom
8:00 a.m.– 5:00 p.m.	Polls Open (Election of Officers)—Grand Ballroom Foyer
9:00– 10:30 a.m.	Section Meetings for Some Sections
10:45 a.m.–12:15 p.m.	Section Meetings for Remaining Sections
12:30– 1:45 p.m.	Financial Planning Seminar—Sapphire Room (repeat of 7:30 a.m. presentation)
12:30– 1:45 p.m.	Symposium on Educational Computing—Miro Room
2:00– 4:00 p.m	SECOND GENERAL SESSION—Khmer Pavilion
4:30– 6:00 p.m.	Special Meetings (listed elsewhere on this page)
9:00 p.m.– 1:00 a.m.	Dance for TJCTA Members and Invited Guests—Khmer Pavilion *(Admission by convention badge only)*

SATURDAY, FEBRUARY 27, 1988

8:00–11:30 a.m.	Convention Registration—Grand Ballroom Foyer
8:00–11:30 a.m.	Exhibits Open—Khmer Pavilion
9:00–10:15 a.m.	Section Meetings for Some Sections
10:30–11:45 a.m.	Section Meetings for Remaining Sections
11:45 a.m.	Adjournment
12:00 Noon– 3:00 p.m.	Special Meetings (to be announced)

TJCTA COMMITTEE MEETINGS
Thursday, February 25, 1988
Loews Anatole Hotel

(Note: All committees are subject to additional meetings as called by their chairpersons.)

Professional Development Committee	1:00–3:00 p.m.—Batik-B
Legislative Committee	1:00–3:00 p.m.—Batik-A
Membership Services Committee	1:00–3:00 p.m.—Cardinal-A
Auditing Committee	2:00–3:00 p.m.—Peridot
Resolutions Committee	3:00–4:00 p.m.—Peridot
Executive Committee, Resolutions Committee, and all TJCTA Committee Chairpersons	4:00–5:00 p.m.—Peridot

SPECIAL MEETINGS

Texas Higher Education Coordinating Board—Project Directors and Managers Meeting for Discretionary Grants Funded under the Carl D. Perkins Vocational Education Act—Thursday, Feb. 25, 8:00 a.m.–12:00 Noon—Fleur de Lis Room—Chairperson: Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

Business/Business Data Processing/Office Occupations Division Directors and Chairpersons—Thursday, Feb. 25, 9:00 a.m.–3:00 p.m.—Travertine Room—Co-Chairpersons: Mike J. Martin and Patricia A. Long, Tarrant County Junior College–South Campus, and Charles T. Norton, Wharton County Junior College

Junior College Student Personnel Association of Texas (JCSPAT)—Executive Committee Meeting—Thursday, Feb. 25, 2:00–6:00 p.m.—Inverness Room—Gaynelle H. Hayes, Galveston College, President

Texas Association for Staff, Program, and Organizational Development (TASPOD)—Friday, Feb. 26, 12:30–1:45 and 4:30–5:30 p.m.—Edelweiss Room—"Teacher as Leader," Mimi Valek, Coordinator of Staff Development, Austin Community College—Robert L. Claussen, Tarrant County Junior College–Northwest Campus, President

Retirement Seminar (for retired and soon-to-be-retired members)—Friday, Feb. 26, 4:30–6:00 p.m.—Miro Room—"TRS and You," Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burroff, Staff Attorney; and Joanne Holshouser, Coordinator of Member Relation, Teacher Retirement System of Texas; "American Association of Retired Persons," James Bergen, AARP State Director; "Elderhostel Travel Programs," Mitchell Grossman, Professor of Government *Emeritus*, San Antonio College

Wellness Program Networking—Friday, Feb. 26, 4:30–6:00 p.m.—Dardenelles Room—Informal discussion for administrators, faculty, and staff from schools with wellness programs or those interested in establishing such programs—Ellen H. Brennan, Health Awareness Coordinator, and Carol A. Johnson, Associate Professor of Physical Education, San Antonio College

Texas Mathematical Association of Two-Year Colleges (TexMATYC)—Friday, Feb. 26, 4:30–6:00 p.m.—Wyeth Room—Eddie W. Robinson, Cedar Valley College, President

Phi Theta Kappa Chapter Sponsors—Friday, Feb. 26, 4:30–6:00 p.m.—Lalique Room—Clifford Wood, Grayson County College, State Adviser

Southwest Regional Conference on English in the Two-Year College—Executive Committee—Saturday, Feb. 27, 10:30–11:45 a.m.—Library—Linnie Jones, New Mexico State University at Alamogordo, President

TEXAS JUNIOR COLLEGE ASSOCIATION
Annual Luncheon Meeting

Friday—Feb. 26—12:00 Noon–2:00 p.m.—Emerald Room

Dennis F. Michaelis, Paris Junior College, President

Guest Speaker: Gregory E. Mitchell, Chairperson, Committee on Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board

CONVENTION GENERAL SESSIONS
First General Session

Thursday, February 25, 7:00 p.m.	Khmer Pavilion
Presiding	Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association
Business Session	
ADDRESS	CAROL A. TAVRIS

Second General Session

Friday, February 26, 2:00 p.m.	Khmer Pavilion
Presiding	Mary R. Parker, Austin Community College, President, Texas Junior College Teachers Association
Business Session	
ADDRESS	KENNETH H. ASHWORTH, Texas Commissioner of Higher Education
Panel Discussion	Jeff H. Campbell, Professor of English, Midwestern State University Nellie Carr Thorogood, President, North Harris County College–East Campus William C. Davis, Instructor of Psychology, Texas Southmost College Mary R. Parker, Instructor of Mathematics, Austin Community College

CONVENTION REGISTRATION FEES

Pursuant to action of the Association in its 1982 convention, the TJCTA Executive Committee has established the following schedule of registration fees for the 1988 convention:

Professional, Associate, Student, and Unaffiliated Members	$ 15
Immediate Family of Registered Members (above 18 years of age) *(provided the guests are not themselves eligible for professional membership)*	$ 5
Guests of the Association:	
Program Participants *(not eligible for professional membership)*	No charge
Representatives of Exhibitors *(not eligible for professional membeship)*	No charge
All Others	$ 40

NOTE: Employees of Texas two-year colleges may NOT register as guests.

MEMBERS AND GUESTS WILL BE REQUIRED TO WEAR CONVENTION BADGES FOR ADMISSION TO ALL CONVENTION ACTIVITIES.

SECTION MEETINGS

(NOTE: Each section will meet twice during the convention. Members are urged to attend the section meetings for their areas of specialization during the scheduled times and utilize the "free" time to attend other section meetings and visit the commercial exhibits.)

ACCOUNTING

Chairperson: GEORGE A. LOUGHRAN, JR., San Jacinto College–North Campus

Friday, 9:00 a.m.–12:15 p.m.—Coral

"Seminar On Learning By Objectives," Belverd E. Needles, Jr., CPA,CMA, Professor of Accounting, DePaul University

Saturday, 9:00–10:15 a.m.—Coral

"Hands-on Use of Computers in Accounting Instruction," Lew Gossage, Manager, College Division Market/Acquisitions; Rick Lindgren, Courseware Analyst and Editor; and Ken Martin, Senior Editor, all of South-Western Publishing Co., Cincinnati

AERONAUTICAL TECHNOLOGY

Chairperson: JERRY R. ADAMS, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m—Batik–A

"Status of Aviation in Texas," John Eslinger, Education Coordinator, Texas Aeronautics Commission

Saturday, 10:30–11:45 a.m.—Batik–A

"Application of the JetCal Analyzer to Turbojet Engines," Wes Westley, Manager, Engine Test Equipment, Howell Instruments, Inc., Fort Worth

AGRICULTURE

Chairperson: THOMAS KEMP, Tarrant County Junior College–Northwest Campus

Friday, 8:30–12:30 p.m.—Tour of Agribusiness Facilities:

Agriculture Estate Management Department, Texas American Bank, Fort Worth, Tom Woodard, Vice President

Texas and Southwest Cattle Raisers Association Headquarters, Jim Kelley, TSCRA Official

Agriculture Workers Insurance Company, Marcus Hill, Vice President

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 8:30 a.m., and will return to the hotel at approximately 12:30 p.m.

Saturday, 10:30–11:45 a.m.—Batik–B

"Using Entomology in Related Agriculture Courses: Current Updates on Control and Identification," Beverly Brewer and H. A. Turney, Extension Entomologists, Texas Agriculture Extension Service, Texas A&M Research Center, Dallas

AIR CONDITIONING AND REFRIGERATION TECHNOLOGY

Chairperson: JAMES E. ROBERTS, Tarrant County Junior College–South Campus

Friday, 10:45 a.m.–12:15 p.m.—Batik–A

"Introduction and Update of the Scroll, Discus, and Variable Speed Compressors," Dick Moreland, District Sales Manager, Copeland Compressors, Dallas-Fort Worth

Saturday, 9:00–10:15 a.m.—Batik–A

"VAV Systems: Application and Control," Don Goldston, President, Don Goldston Air Conditioning Company, Fort Worth

ART

Chairperson: ALBERT A. STEWART, Trinity Valley Community College

Friday, 10:00 a.m.–12:00 Noon

Field Trip to Peregrine Press. "The Artist and Master Printer: An Informal Discussion on the Master Print Shop," Michael Hart, Director, Peregrine Press, Inc., Dallas

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.

Saturday, 10:00 a.m.–12:00 Noon

Tour of the Dallas Museum of Art

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 12:00 Noon.

AUTOMOTIVE SERVICES

Chairperson: EDWARD E. HESTER, JR., Cedar Valley College

Friday, 9:00–10:30 a.m.— Peridot

"Nissan Electrically Controlled Air Conditioning," Bill Stephens, Instructor/Coordinator, Nissan Factory Training

Saturday, 10:30–11:45 a.m.— Peridot

"Which Direction Are You Headed?" Roland Dickinson, Regional Manager, Hunter Engineering

BIOLOGY

Chairperson: KENNETH F. GRIFFIN, Tarrant County Junior College–Northwest Campus

Friday, 10:45 a.m.–12:15 p.m.— Steuben

"Biology Education: Now and the Nineties," Panel Discussion: Janet L. Hopson, science writer and co-author of *Biology*, (Random House); Clyde E. Bottrell, Associate Professor of Biology, Tarrant County Junior College–South Campus; Leslie O. Albin, Instructor of Biology, Austin Community College; Judith A. Parks, Instructor and Chairperson, Department of Biology, Tyler Junior College; Winston C. McCowan, Instructor of Biology, Northeast Texas Community College

Saturday, 9:00–10:15 a.m.— Steuben

"A Return to China: Mammalian Studies and New Species," Arthur Cleveland, Professor of Biology, Texas Wesleyan College

BUSINESS ADMINISTRATION

Chairperson: DONNA M. KANTAK, College of the Mainland

Friday, 9:00 –10:30 a.m.— Steuben

"Using the Personal Computer in Marketing Classes," Charles M. Futrell, Professor and Chairperson, Department of Marketing, Texas A&M University

Saturday, 10:30–11:45 a.m.— Steuben

"Adding Excitement to Introduction To Business: Activities All Students Like," William M. Tapp, Instructor of Business, College of the Mainland

CHEMISTRY

Chairperson: JOE DEAN ZAJICEK, McLennan Community College

Friday, 9:30 a.m.–12:00 Noon

Tour of Texas Health Science Center. The tour will include areas in radiology, magnetic resonance imaging, forensics, biochemistry, and pharmacology. (Tour limited to 30 participants; preference given to community college chemistry faculty.)

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:30 a.m., and will return to the hotel at approximately 12:00 Noon.

Saturday, 10:30–11:45 a.m.— Cardinal–A

"Structures and Properties of Inorganic Solids," William R. Robinson, Professor of Chemistry, Purdue University, co-author of *General Chemistry* and *College Chemistry* (D. C. Heath and Company)

COMPENSATORY / DEVELOPMENTAL EDUCATION

Chairperson: MICHAEL L. BURKE, Eastfield College

Friday, 10:45 a.m.–12:15 p.m— Travertine

"Developmental Educators Respond to House Bill 2182," Ann B. Faulkner, Coordinator of Learning Skills Center, Mountain View College; Gail M. Platt, Director of Learning Center, South Plains College; Hazelyn D. Lewis, Associate Professor of English, St. Philip's College

Saturday, 9:00–10:15 a.m.— Travertine

"Writing Assessment and the Texas Academic Skills Program for Fall 1989: A Status Report," Lew C. Sayers, Jr., Instructor of Developmental Writing, Mountain View College

COSMETOLOGY

Chairperson: LINDA KALMUS, Wharton County Junior College

Friday, 10:45 a.m.–12:15 p.m.— Batik–B

"Shaping Up With Nutrition and Exercise," Carolyn D. Henson, President, Wellness Communications, Inc., Dallas

Saturday, 9:00–10:15 a.m.— Batik–B

Overview of What's Happening in the Texas Cosmetology Commission, Panel Discussion with State Board Directors: Norman Jenkins, Executive Director; Larry Perkins, Director of Inspection; Victor Balderez, Director of Exams; Delores Alspaugh, Manager of Information Services

COUNSELING AND STUDENT PERSONNEL SERVICES

Chairperson: CINDY H. HAMMIT, Collin County Community College

Friday, 9:00–10:30 a.m.— Senators Lecture Hall

"Texas Academic Skills Program (TASP): Challenges and Issues," Joan Matthews, Program Director, Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of

Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect, Brazosport College; Deborah L. Floyd, Vice President, Student Development, Collin County Community College

Saturday, 10:30–11:45 a.m.— Senators Lecture Hall

"Texas Academic Skills Program (TASP): Practitioners' Issues," Nellie Carr Thorogood, President, North Harris County College–East Campus; Jocelyn Chadwick-Joshua, Instructor of English, Collin County Community College; Jacquelyn B. Tullock, Director of Counseling, Brookhaven College; Carol S. Goldsby, Instructor of Licensed Vocational Nursing, North Harris County College–East Campus

CRIMINAL JUSTICE

Chairperson: DAVID O. GARRETT, Navarro College

Friday, 9:00–11:30 a.m.— Fleur-de-Lis–A

"Alternative Educational Vehicle to License Peace Officers in Texas," Larry Hoover, Professor, Criminal Justice Center, Sam Houston State University; Ed Lane, Educational Director, Texas Commission on Law Enforcement Officer Standards and Education, and Assistant Manager, Law Enforcement Institute

Saturday, 9:00–10:15 a.m.— Fleur-de-Lis–A

"Issues in Criminal Justice," Panel Discussion led by David O. Garrett, President, Community College Criminal Justice Educators of Texas, and Director, Criminal Justice Education, Navarro College

DATA PROCESSING

Chairperson: RUSSELL C. HOLLINGSWORTH, Tarrant County Junior College–Northeast Campus

Friday, 10:45 a.m.–12:15 p.m.— Morocco

"Teaching Small Systems Software," Terris B. Wolff, Assistant to the Director of Computing, University of Southern California, and author of *Microcomputer Applications*

Saturday, 9:00–10:15 a.m— Morocco

"The Introductory Course and Bridge Software," Patrick G. McKeown, Professor, Management Science and Information Technology, University of Georgia, and author of *Living With Computers*

DEVELOPMENTAL READING

Chairperson: ROBERT A. RENK, Trinity Valley Community College

Friday, 9:00–10:30 a.m.— Manchester

"Visual Literacy and Verbal Literacy," Harvey Wiener, Associate Dean for Academic Affairs, and Director, Freshman Skills Assessment Program, The City University of New York

Saturday, 10:30–11:45 a.m.— Manchester

"Adapting a Community-Based Intergenerational Literacy Model to the Needs of Students in a College Developmental Reading Program," Cristina Velarde, Lead Teacher, Intergenerational Literacy Project, and Carol Walvekar, Director, Literacy Programs, El Paso Community College

ECONOMICS

Chairperson: HAROLD R. HUTH, Blinn College

Friday, 10:45 a.m.–12:15 p.m.— Wyeth

"Banking Trends in Texas," Roger LeRoy Miller, Senior Research Scholar, College of Commerce and Industry, Clemson University

Saturday, 9:00–10:15 a.m.— Wyeth

"Economics of Texas Public Utilities," Art Ekholm, Manager, Economic Research, Texas Utilities Electric Company, Dallas

ELECTRONICS

Co–Chairpersons: STANLEY R. FULTON, Mountain View College, and GUS D. RUMMEL, American Educational Complex

Friday, 12:00 Noon–1:30 p.m.— Madrid

Luncheon Meeting. "Mass Digital Storage Technology Update," Jeff Williams, Systems Specialist, Entre Computer Centers

Friday, 7:30–9:00 p.m.— Madrid

Dinner Meeting. "Innovations in Electronics Instruction," Electronics Vendors and Publisher Representatives

Saturday, 8:00–9:30 a.m.— Madrid

Breakfast Meeting. "National Semiconductor 32 Bit Technology Review," Engineering Staff, National Semiconductor, Arlington

ENGINEERING GRAPHICS AND DRAFTING TECHNOLOGY

Chairperson: RICHARD L. STOTTS, North Harris County College–South Campus

Friday, 9:00 a.m.–12:30 p.m.—Tour of IDEACENTER at INFOMART to see latest developments in Computer Integrated Manufacturing, Computer Aided Design, and Computer Aided Engineering

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 12:30 p.m.

Saturday, 10:30–11:45 a.m.—Ming

Open discussion on various related subjects

ENGLISH

Chairperson: ROBERT W. WYLIE, Amarillo College

Friday, 10:45 a.m.–12:15 p.m.— Lalique

"Teaching Writing and Teaching Grammar: Revision Strategies," Susanne Webb, Coordinator of Freshman English, Texas Woman's University, Denton

Saturday, 9:00–10:15 a.m.— Lalique

"Writing Across the Curriculum: Ways to Make the Composition Class Relevant to Writing in the Disciplines," Douglas Gene Hunt, Director, Campus Writing Program, University of Missouri, Columbia

ENGLISH-AS-A-SECOND-LANGUAGE

Chairperson: PATRICK D. COX, Houston Community College

Friday, 9:00 –10:30 a.m.— Cardinal–B

"Testing Language Skills: Issues and Problems of Placement in ESL Programs," Carol Swanson, Project Coordinator, ESL Program, San Antonio College

"Constructing Longer Sentences: A No-Nonsense Writing/ Testing Activity," L. Michael Evans, Coordinator of Intensive English Support Services, Intensive English Program, Houston Community College

Saturday, 10:30–11:45 a.m— Cardinal–B

"Peer Editing and ESL Composition," William Acton, Associate Professor of English, University of Houston

"Do Developmental ESL Programs Prepare Students for Freshman English?" David A. Ross, Instructor, English for Foreign Speakers, Houston Community College

FOREIGN LANGUAGE

Chairperson: GILBERTO HINOJOSA, Tarrant County Junior College–Northeast Campus

Friday, 10:45 a.m.–12:15 p.m.— Fleur-de-Lis–B

"School/College Collaborative: Grant-Funded Workshops for Teachers of Foreign Languages," Jane Harper, Professor of French and Chairperson, Humanities Division; and Madeleine Lively, Chairperson, Department of Foreign Languages, Tarrant County Junior College–Northeast Campus

Saturday, 9:00–10:15 a.m.— Fleur-de-Lis–B

"The Proficiency Movement: Curse or Blessing?" David F. Stout, Chairperson, Department of Foreign Languages, Austin College

GEOLOGY AND GEOGRAPHY

Chairperson: DAVE L. HANSMIRE, College of the Mainland

Friday, 10:45 a.m.–12:15 p.m.— Edelweiss

"Investigation of Telecourse: *Planet Earth*," Dave L. Hansmire, Instructor, Division of Mathematics, Health and Natural Sciences, College of the Mainland

Saturday, 8:30 a.m.–2:30 p.m.

"Environmental Geology: City of Dallas," Peter Allen, Department of Geology, Baylor University

NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 8:30 a.m., and will return to the hotel at approximately 2:30 p.m.

GOVERNMENT

Co-Chairpersons: LAWRENCE W. MILLER, Collin County Community College, and RICHARD LEE ELAM, Hill College

Friday, 9:00–10:30 a.m.— Travertine

"Super Tuesday," Grier Stephenson, Jr., Professor of Government and Politics, Franklin and Marshall College, and author of *American Government* (Harper and Row)

Saturday, 10:30–11:45 a.m.— Travertine

"Judicial Reform in Texas," Anthony Champagne, Professor of Government, The University of Texas at Dallas

HEALTH OCCUPATIONS

Co-Chairpersons: JOHN D. HISER and BENITA B. MAYS, Tarrant County Junior College–Northeast Campus, and HELEN V. REID, Trinity Valley Community College

Friday, 9:00–10:30 a.m.— Lalique

"AIDS/HIV Infections: Epidemiology and Control," Gordon Green, M.D., Director, Dallas County Health Department

Saturday, 10:30–11:45 a.m.— Lalique

"AIDS Civil Rights Considerations in the Health Occupations," Michael A. Gonzales, Equal Opportunity Specialist, Office of Civil Rights, U. S. Department of Health and Human Services; Thomas F. Walch, Public Health Advisor, Texas AIDS Program, Texas Department of Health

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chairperson: REX ALAN PARCELLS, Collin County Community College

Friday, 9:00–10:30 a.m.— Morocco

"Physical Fitness Technology: Training Fitness Professionals in the Community College," V. Sue Jones, Coordinator, Physical Fitness Technology, North Lake College

Saturday, 10:30–11:45 a.m.— Morocco

"Health and Fitness Computer Software," Michael Dehn, Executive Director, Health Management Consultants

HISTORY

Chairperson: FRANK J. WETTA, Galveston College

Friday, 10:30 a.m.–12:30 p.m.— Rosetta

"The German Question Then and Now: Germany in International Affairs," Gary D. Stark, Associate Professor of History, The University of Texas at Arlington

"The Reagan Years in Historical Perspective," George B. Tindall, Kendall Professor of History, University of North Carolina

Saturday, 9:00–10:15 a.m.— Chambers Lecture Hall

"Citizen Kane Revisited: The Life of William Randolph Hearst," Ben Procter, Professor of History, Texas Christian University

HORTICULTURE

Chairperson: MARK J. SCHUSLER, Tarrant County Junior College–Northwest Campus

Friday, 9:00–10:30 a.m.— Inverness

"Horticulture Students Transferring from the Community College to Texas A&M," Joseph R. Novak, Senior Lecturer and Undergraduate Coordinator, Horticulture Department, Texas A&M University

Saturday, 10:30–11:45 a.m.— Inverness
"The Coordinating Board and How It Relates to the Community College and Transfers to Four-Year Universities," Forrest E. Ward, Program Director, Division of University and Health Affairs, Texas Higher Education Coordinating Board

LEARNING RESOURCES

Chairperson: THEODORE E. DRAKE, Tarrant County Junior College–South Campus
Program Chairperson: BERNARD J. BENNETT, Blinn College
Friday, 9:00–10:30 a.m.— Wyeth
"Budget Justification in Competitive Times," Julie Todaro, Head Librarian, Rio Grande Campus, Austin Community College.
Saturday, 10:30–11:45 a.m.— Wyeth
"User Education in Texas Community College Libraries," Patricia Morris Donegan, Bibliographic Instruction/Reference Librarian, San Antonio College; Sharon K. Kenan, McLennan Community College; W. Lee Hisle, Austin Community College

MATHEMATICS

Chairperson: EDDIE W. ROBINSON, Cedar Valley College
Friday, 10:45 a.m.–12:15 p.m.— Governors Lecture Hall
"Latest Trends and Latest Software," Margaret Lial, Instructor of Mathematics, American River College, Sacramento; Vivian A. Dennis, Instructor of Mathematics, Eastfield College; Gary Klein, Director of Educational Computing, Dallas County Community College District
Saturday, 9:00–10:15 a.m.— Governors Lecture Hall
"Calculus: Present and Future," Richard Hunt, Professor of Mathematics, Purdue University; Mike W. Dellens, Instructor of Mathematics, Austin Community College

MUSIC

Chairperson: MYRNA L. FIELDS, Weatherford College
Friday, 9:00–10:30 a.m.— Batik-B
"Issues in Instructional Software Evaluation," Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University
Saturday, 10:00–11:45 a.m.
"Hands On Software Evaluation," Dennis Bowers, Director, Computer Assisted Learning Lab, Meadows School of the Arts, Southern Methodist University
NOTE: Transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 10:00 a.m., and will return to the hotel at approximately 11:45 p.m.

ORGANIZATION OF JUNIOR / COMMUNITY COLLEGE ADMINISTRATIVE OFFICERS

Chairperson: ROBERT AGUERO, Southwest Texas Junior College
Friday, 10:45 a.m.–12:15 p.m.— Cardinal-A
"Affirmative Action and the Texas Plan," Gerald Wright, Director of Equal Educational Opportunity, Texas Higher Education Coordinating Board
Saturday, 9:00–10:15 a.m.— Cardinal-A
"Wellness Programs in Community Colleges: Past, Present, Future," Paula H. Vastine, Director of Student Development Services, Tarrant County Junior College–Northeast Campus, and Flo Stanton, Health Education Services, Tarrant County Junior College

PHILOSOPHY

Chairperson: SIDNEY CHAPMAN, Richland College
Friday, 9:00–10:30 a.m.— Dardenelles
"Picking, Playing, and Philosophizing: A Concert/Lecture on Matters Philosophical," Pete A. Y. Gunter, Professor of Philosophy, North Texas State University
Saturday, 10:30–11:45 a.m.— Milan
"*The Closing of the American Mind*: A Round Table Discussion of Alan Bloom's Provocative Book," Panelists and Audience Participation

PHYSICS AND ENGINEERING

Chairperson: MICHAEL L. BROYLES, Collin County Community College
Friday, 10:45 a.m.–12:15 p.m.— Cardinal-B
"Physics For Technicians: A Systems Approach," Leno Pedrotti, Vice President and Program Manager, and Woody Baker, Research Associate, Center for Occupational Research and Development, Waco
Saturday, 9:00–10:15 a.m.— Cardinal-B
"Artificial Intelligence in the Classroom," Tom May, Texas Instruments, Dallas

PSYCHOLOGY

Chairperson: DORIS J. WARD, San Jacinto College–South Campus
Friday, 10:45 a.m.–12:15 p.m.— Senators Lecture Hall
"Special Needs of Today's Students," Roberta M. Berns, Instructor of Psychology, Saddleback Community College, Mission Viejo, California
"Anger—The Misunderstood Emotion," Carol A. Tavris, Visiting Scholar/Lecturer, Department of Psychology, University of California at Los Angeles
Saturday, 9:00–10:15 a.m.— Senators Lecture Hall
"Classroom Antidotes for Student Gullibility," Dennis Coon, Instructor of Psychology, Santa Barbara City College
"Stress Management," Douglas Bernstein, Professor of Psychology, University of Illinois

REAL ESTATE

Chairperson: SYDNA KAY WILSON, North Lake College
Friday, 9:00–10:30 a.m.
"Help Students Make Money Selling FSLIC Properties," Mi-

chael Quarry, Regional Marketing Manager, Federal Savings and Loan Insurance Corporation

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Saturday, 10:30–11:45 a.m.— Chambers Lecture Hall

"Economic Outlook," William T. Long, III, Economist and Manager of Research Department, Federal Reserve Bank of Dallas

REGISTRARS

Chairperson: JACK D. THORNTON, Tarrant County Junior College–South Campus

Friday, 10:45 a.m.–12:15 p.m.— Obelisk–A

"Pre-Registration in the Community College: Pro and Con," D. Francette Carnahan, Associate Vice President for Admissions and Records, Grayson County College; Joe D. Forrester, Dean of Student Personnel Services, El Paso Community College; Steven Twenge, Director of Admissions/Registration, North Lake College; John Williamson, Registrar and Director of Admissions, Cedar Valley College

Saturday, 9:00–10:15 a.m.— Obelisk–A

"The Common Course Number: Project of the Gulf Coast Consortium," Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake

SECRETARIAL SCIENCE

Chairperson: NANCY S. WHITWORTH, Trinity Valley Community College

Friday, 9:00 a.m.–1:00 p.m.

Tour of EPOCENTER at INFOMART with Product Centers Demonstrations

NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 1:00 p.m.

Saturday, 9:00–10:15 a.m.— Milan

"New Technologies in the Classroom," Dennis Curtin, Textbook Author of *Microcomputers: Software and Applications, Word and Information Processing on Computers*, and *Applications Software*

SOCIOLOGY AND ANTHROPOLOGY

Chairperson: GLENN C. CURRIER, El Centro College

Friday, 9:00–10:30 a.m.— Obelisk–A

"Achieving Against the Odds: Comparative Research on the Mobility of Youth from Low Income Neighborhoods," William Kornblum, Professor of Sociology, Graduate School of the City University of New York

Saturday, 10:30–11:45 a.m.— Obelisk–A

"Sociology: Trends in Research and Teaching with Comments on Homelessness and Related Issues," William Kornblum, Professor of Sociology, Graduate School of the City University of New York

SPEECH AND DRAMA

Chairperson: SHELLEY D. LANE, Collin County Community College

Friday, 9:00–10:30 a.m.— Obelisk–B

"Subliminal Communication in Film, TV, and Everyday Life," Russell D. Kunz, Instructor of Business Administration, and Shelley D. Lane, Instructor of Speech Communication, Collin County Community College

Saturday, 10:30–11:45 a.m.— Obelisk–B

"Newscasting as a Career for Speech and Theatre Majors," Clarice Tinsley, co-anchor, KDFW-TV News

TEXAS ADMINISTRATORS OF CONTINUING EDUCATION FOR COMMUNITY / JUNIOR COLLEGES (TACEC/JC)

Chairperson: SUSAN M. MUHA, Richland College

Friday, 9:00–10:30 a.m.— Edelweiss

"How to Work Effectively with the Coordinating Board: On the Other Side of the Fence," Nellie Carr Thorogood, President, North Harris County College–East Campus

Saturday, 10:30–11:45 a.m.— Madrid

"Grantsmanship: Finding Federal Program Monies Quickly," Sam Saenz, Public Affairs Specialist, U. S. Department of Education, Dallas

TEXAS ASSOCIATION OF COMMUNITY COLLEGE CHIEF STUDENT AFFAIRS ADMINISTRATORS (TACCCSAA)

President: CHERI TURNER SPARKS, Howard College

Friday, 10:45 a.m.–12:15 p.m.— Manchester

"MASTERSCAN: Computerized Testing Program," Craig A. Barnard, Coordinator of Testing; Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support; all of Amarillo College

Friday, 4:30–6:30 p.m.— Manchester Room

TACCCSAA Business Meeting

Saturday, 9:00–10:15 a.m.— Manchester

"The AIDS Issue on Campus," Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs and General Counsel, North Texas State University and Texas College of Osteopathic Medicine

TEXAS ASSOCIATION OF JUNIOR AND COMMUNITY COLLEGE INSTRUCTIONAL ADMINISTRATORS (TAJCCIA)

President: CHARLES B. FLORIO, Kilgore College

President–Elect: GWEN TILLEY, San Jacinto College–Central Campus

Thursday, 5:00 -6:30 p.m.— Lalique
TAJCCIA Executive Committee Meeting
Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Post-Secondary Occupational Education Administrators (TAPSOEA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.—"College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stanton Calvert, Executive Director
Saturday, 8:30–11:45 a.m.— Topaz
8:30 a.m.— Coffee
9:00–10:15 a.m.—"Developing Basic Skills Standards, FIPSE Project," Mary Griffith, Program Director, Texas Higher Education Coordinating Board
10:30–11:15 a.m.—"Uniform Numbering System: Report from the Gulf Coast Area Committee," Charles Hardwick, Senior Vice President and Provost, University of Houston at Clear Lake
11:15–11:45 a.m.—TAJCCIA Business Meeting

TEXAS ASSOCIATION OF POST-SECONDARY OCCUPATIONAL EDUCATION ADMINISTRATORS (TAPSOEA)

President: BERYL R. McKINNERNEY, Kilgore College
Friday, 8:30 a.m.–12:15 p.m.— Topaz
Joint meeting with Texas Association of Junior and Community College Instructional Administrators (TAJCCIA)
8:30–9:00 a.m.— Registration
9:00–10:30 a.m.—"College Administration and First Amendment Rights of Employees," Kelly Frels, Bracewell & Patterson, Attorneys at Law, Houston
10:45 a.m.–12:15 p.m.— Report from Texas Public Community/Junior College Association, Stanton Calvert, Executive Director
Saturday, 9:00–10:15 a.m.— Miro
"A Report from the Texas Higher Education Coordinating Board Task Force on Program Guidelines," Panel Discussion: Ronnie L. Glasscock, Dean, Occupational Education, South Plains College; Luther "Bud" Joyner, President, Cooke County College; Claudia Moore, Program Coordinator, Texas Higher Education Coordinating Board; Clay Johnson, President, TSTI–Sweetwater

TEXAS COMMUNITY COLLEGE CHILD DEVELOPMENT EDUCATORS ASSOCIATION (TCCCDEA)

President: ELVA L. ALLIE, Tarrant County Junior College–Northeast Campus
Friday, 10:45 a.m.–12:15 p.m.— Ming
"Stress Management for Educators: If Professors are So Smart Why Don't They Take Care of Themselves?" David Welsh, psychologist, Jones, Welsh & Associates
"Program Evaluation," Theo L. Pilot, McLennan Community College
Saturday, 9:00–10:15 a.m.— Ming
"Reading Between the Lines: Evaluating RFPs and Basic Guidelines for Grant Writing," Horace F. Griffitts, Director of Research, Tarrant County Junior College District
"Update on Guidelines for Community College Child Development Programs," Betty J. Larson, San Antonio College; Catherine M. Mason, Central Texas College; Theo L. Pilot, McLennan Community College; Marilyn J. Hair, Odessa College; Elva L. Allie, Tarrant County Junior College–Northeast Campus

TEXAS JUNIOR COLLEGE MANAGEMENT EDUCATORS ASSOCIATION (TJCMEA)

President: PERRY O. ORAND, Austin Community College
Thursday, 5:00–6:45 p.m.— Edelweiss
TJCMEA Executive Committee Meeting
Friday, 10:45 a.m.–12:15 p.m.— Obelisk–B
"Assessment of New *Coordinator's Handbook* and Its Implications for Management Programs in Texas," TJCMEA Handbook Committee. Co-Chairpersons: Perry O. Orand, Austin Community College; Norman D. Ellis, Tarrant County Junior College–Northeast Campus
Saturday, 9:00–10:15 a.m.— Obelisk–B
TJCMEA Business Meeting

VOCATIONAL–TECHNICAL EDUCATION

Chairperson: PAULA WEATHINGTON, Hill College
Friday, 10:45 a.m.–12:15 p.m.— Dardenelles
"Role Junior Colleges Can Play in the Literacy Problem," Lindy McCary, Literary Coordinator, Dallas Public Library; Allen O. Boehm, Dean of Instruction and Development, Hill College
Saturday, 9:00–10:15 a.m.— Peridot
"Hands Across the Border," Lynn R. Slater, Head of Technology Department, El Paso Community College; Tom Bums, Manager, General Electric, Mexico

WELDING

Chairperson: LONNIE DEWAYNE ROY, Mountain View College
Friday, 9:00 a.m.–12:00 Noon
Tour of General Motors automobile assembly plant, Arlington
NOTE: Bus transportation will depart from the Loews Anatole Chantilly Ballroom entrance at 9:00 a.m., and will return to the hotel at approximately 1:00 p.m.
Saturday, 10:30–11:45 a.m.— Fleur-de-Lis–B
"American Welding Society and Welding Education," Aaron Raatz, Supervisor of Welding and NDT, Georgia Power Company, Atlanta, and President, American Welding Society

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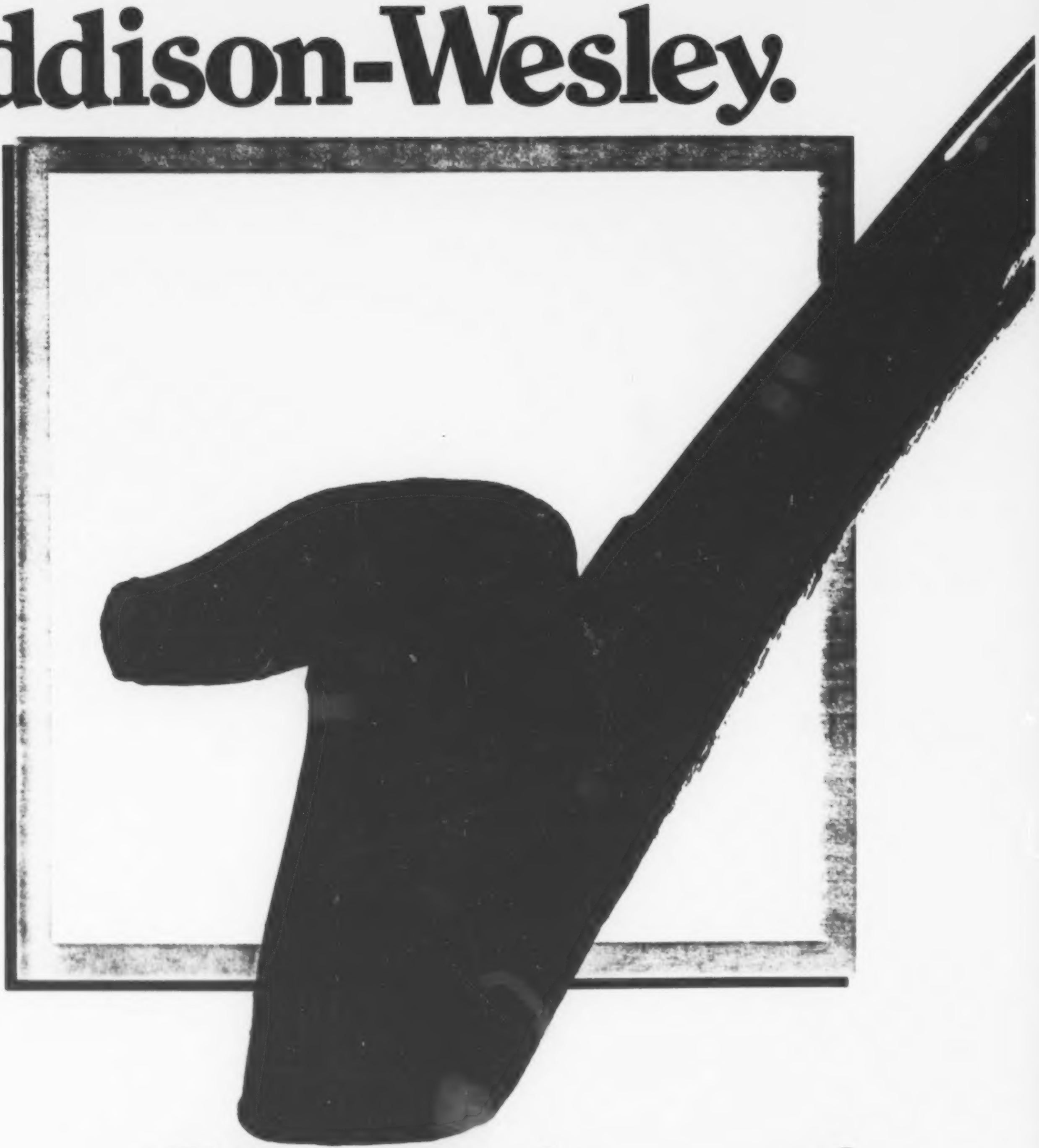

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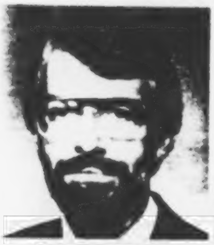

Dale F. Campbell

Marvin R. Felder

Horace Griffitts

Bob D. Gaines

David Barton

Mary Griffith

Chairpersons of business, data processing, and office occupations programs will meet preceding the annual TJCTA convention. A daylong conference is planned to begin at 9:00 a.m., Thursday, Feb. 25, in the Travertine Room of the Loews Anatole hotel in Dallas.

The first session of the meeting will feature a panel discussion on "Demonstrating Vocational Program Effectiveness under the New Southern Association Criteria." Panelists will be Dale F. Campbell, Assistant Commissioner, Division of Community Colleges and Technical Institutes, Texas Higher Education Coordinating Board; Marvin R. Felder, President, Temple Junior College; Horace Griffitts, Director of Research, Tarrant County Junior College District; and Bob D. Gaines, Dean of Business and Technology, Tyler Junior College.

During the second session, David Barton, business editor for Houghton Mifflin Company, will discuss "New Directions in Business Materials and Sources."

Following a "Dutch treat" lunch, Mary Griffith, program director for the Texas Higher Education Coordinating Board, will present an overview of the two-day site visits and discuss the potential impact of testing and mandatory placement on vocational programs.

Closing session for the conference will consist of a discussion regarding the role of vocational program administrators in preparing for implementation of the Southern Association accreditation criteria and the Texas Academic Skills Test.

Registration fee for the conference is $18 in advance and $20 at the door. Advance registration may be accomplished by sending names and college affiliations with registration fees to Vera Clayborn, Division of Business and Computer Science, Tarrant County Junior College–South Campus, 5301 Campus Drive, Fort Worth, Texas 76119.

Plans for the conference were developed by Mike J. Martin and Patricia A. Long, Tarrant County Junior College–South Campus, and Charles T. Norton, Wharton County Junior College.

PROGRAM ANNOUNCED FOR RETIREMENT SEMINAR

A seminar for TJCTA members who are retired or soon-to-be-retired will be conducted during the forthcoming convention in Dallas. Scheduled to begin at 4:30 p.m., Friday, Feb. 26, in the Miro Room of the Loews Anatole hotel, the session will include presentations by representatives of the Teacher Retirement System of Texas and the American Association of Retired Persons.

Representing the Teacher Retirement System will be Gary Thompson, Director of College, University, and Governmental Relations; Teresa Burroff, TRS staff attorney; and Joanne Holshouser, Coordinator of Member Relations. The TRS representatives will present basic information about the System: retirement, death, and disability benefits, investment philosophy, state and federal legislative proposals, and the outlook for the future. The representatives will also discuss effects of the new federal tax law on TRS participants.

James Bergen, State Director of the American Association of Retired Persons, will speak concerning the merger of the national Retired Teachers Association and AARP, and will discuss benefits and services available to AARP members.

Mitchell Grossman, retired government professor from San Antonio College, will distribute material and discuss opportunities offered by the Elderhostel program.

Plans for the retirement seminar were developed by the TJCTA Membership Services Committee. Program arrangements were made by John M. Brockman, Bee County College, a member of the committee.

EDUCATIONAL COMPUTING SYMPOSIUM PLANNED

For the third consecutive year a Symposium on Educational Computing will be conducted during the TJCTA convention. The session is designed for members interested in using the computer to assist instructional planning and to support classroom activities. Scheduled to begin at 12:30 p.m., Friday, Feb. 26, the symposium will be held in the Miro Room of the Loews Anatole hotel in Dallas.

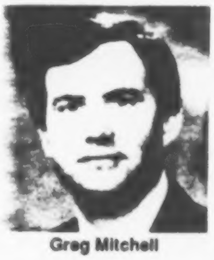
The topic for this year's symposium is "Integrated Software: The Teacher's Helper." Gregg Johnson, a well-known "computerist" in the Austin area, and Rollie E. Dorsett, sociology instructor at Austin Community College, will lead the discussion. They will discuss the use of integrated software such as Appleworks for record keeping, list maintenance, preparation of tutorials, and word processing.

Johnson teaches computer classes for Austin Community College and the Austin Independent School District and the local Apple users group. He assists university professors, school teachers, students, and business people in the use of computers and integrated software. Dorsett has taught beginning classes for the Apple users group and developed the computer assisted instructional program for sociology courses at ACC.

In addition to the presentation of discussions at the Friday afternoon symposium, Johnson and Dorsett will demonstrate integrated software in the educational computing booth in the exhibit area during the convention. Special booths will be set up in the hotel's Grand Ballroom, where Apple, Tandy, and IBM microcomputers will be available and demonstrations of software will be conducted. A variety of software will be available for "hands-on" examination.

PRESIDENTS TO HEAR NEW BOARD MEMBER

The annual luncheon meeting of the Texas Junior College Association will feature an appearance by Gregory E. Mitchell, named by Gov. Bill Clements to the Texas Higher Education Coordinating Board. Mitchell was appointed chairperson of the Board's Committee on Community Colleges and Technical Institutes. His six-year term on the Coordinating Board will expire in 1993.


Greg Mitchell

A native of Amarillo, the 35-year old Mitchell is vice president of an Amarillo convenience store chain with 55 retail locations. He holds the Bachelor of Science degree in marketing and finance from the University of Oklahoma. Mitchell is active in Amarillo civic affairs, serving as a director of the Amarillo Area Foundation and president of the Children's Health Foundation.

The Texas Junior College Association is an organization of institutions, and includes among its members almost all of the public and independent two-year colleges of Texas. The group meets each year in conjunction with the annual TJCTA convention. TJCA president this year is Dennis F. Michaelis, Paris Junior College. Other officers are A. Rodney Allbright, Alvin Community College, vice president; and William R. Auvenshine, Hill College, secretary-treasurer.

This year's luncheon meeting will be held at 12:00 Noon, Friday, Feb. 26, in the Emerald Room of the Loews Anatole.

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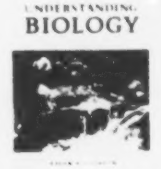


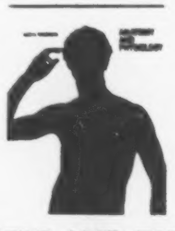
New!

UNDERSTANDING BIOLOGY

1988

Peter H. Raven, George Johnson

Written from the evolutionary perspective, this beautifully illustrated text will capture students' attention while expertly explaining living organisms and the vital biological processes. Uniquely organized the way that instructors told us they like to teach their courses! The major principles—cell biology, energy, evolution, and ecology—are covered in the first 23 chapters and more detailed material on plant and animal biology in the next 20.



STRUCTURE AND FUNCTION OF THE BODY, 8th Edition

1988

Gary A. Thibodeau, Catherine P. Anthony

This well-known and respected text continues its tradition of providing the essentials of anatomy and physiology. The 8th edition incorporates new topics to keep students up to date, for example, Chapter 4, "The Integumentary System and Membranes," provides a thorough coverage of the skin and body membranes and introduces the organ system.

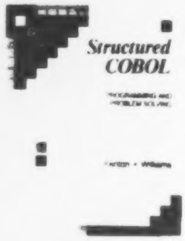
New!

COMPUTERS: The User Perspective

1988

Warren D. Stallings, Sarah E. Hutchinson, Stacey C. Sawyer

Written for future computer users, this text covers the fundamentals—hardware, software, input, processing, and software trends. Unique to this text is the chapter on generic microcomputer application. All types of computers are covered—super computers, mainframes, minicomputers, and microcomputers.



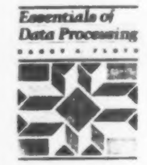
New!

STRUCTURED COBOL: Programming and Problem Solving

1988

J. Patrick Fenton, Brian K. Williams

This text is designed to teach students how to identify, define, and solve business problems by using program development and support techniques. Reviewers have praised the authors' complete descriptions of topics that students sometimes find difficult to understand. The text emphasizes programming as a decision and problem-solving process through the use of structured programming.



ESSENTIALS OF DATA PROCESSING

1987

Nancy Arthur Floyd

The state-of-the-art choice over flashy texts with lavish costs and superfluous topics, this book examines the essentials your students need to understand computers or interact successfully with computer programmers. Business oriented and practical, the text introduces students to ways in which computers are used in business and emphasizes the type of computer they will most likely encounter—the microcomputer.

New!

HUMAN SEXUALITY

1988

Nancy Denney, David Quadagno

Pique your students' interest with the most up-to-date information on topics that concern them such as AIDS, surrogate mothers, and date rape. Academically oriented, this text provides your students with comprehensive coverage of human sexuality. The text's author team, consisting of a psychologist and a biologist, provides balanced coverage, stressing the relationship between behavior and biology in sexuality.

New!

FITNESS FOR COLLEGE AND LIFE, 2nd Edition

1988

William E. Prentice, Charles Bucher

This text presents a practical approach to lifelong fitness by carefully blending theory with application so students learn both the reasons for and the ways to build and maintain fitness throughout their lives. The authors analyze the basic principles for any fitness program in the first three chapters so that readers of all ages and levels can confidently develop and apply the health-related components of fitness to facilitate a healthy lifestyle.

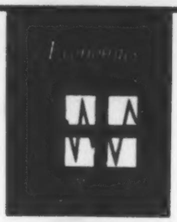
New!

DECISIONS IN NUTRITION

1988

Vincent Hegarty

This innovative introductory nutrition text examines the full scope of nutrition science from an interdisciplinary approach—readers of all backgrounds can evaluate and improve how they eat, how they solve their nutritional problems, and how they relate nutrition to other aspects of their lives now and in the future.



ECONOMICS

1987

By Lila J. Truett and Dale B. Truett

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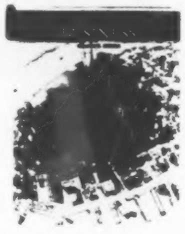

UNDERSTANDING BUSINESS

1987

William G. Nickels

The ultimate learning investment, this remarkably unique introductory business text compels students to develop the skills vital to business success through Nickels' participative management style and strong career-orientation. The early chapters (1 and 2) on economics lay the fundamental groundwork for understanding the conduct and function of business.

MARKETING

1986

Eric N. Berkowitz, Roger A. Kerin, William Rudelius

Using an applied approach, this text involves students in real life marketing activities that illustrate basic concepts and their applications. Throughout the text, research studies in the form of marketing research reports show students the scientific principles and building blocks of marketing as they are applied to business decisions and discovered by academic researchers.

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CHEMISTRY SECTION TO VISIT HEALTH SCIENCE CENTER

A tour of some of the facilities of the Texas Health Science Center is planned for TJCTA members attending the Chemistry Section on Friday during this month's convention in Dallas. Included in the tour are areas in radiology, magnetic resonance imaging, forensics, biochemistry, and pharmacology. Transportation will depart from the convention hotel at 9:30 a.m., and return at approximately 12:00 Noon.

William R. Robinson

Speaker for the Saturday meeting of the Chemistry Section will be William R. Robinson, Professor of Chemistry at Purdue University. Robinson will speak on "Structures and Properties of Inorganic Solids." Robinson received the BS and MS degrees in chemistry from Texas Tech University and the Ph.D. from the Massachusetts Institute of Technology. Following a one-year fellowship at the University of Sheffield in England, he joined the Purdue faculty.

Robinson's research interests include the structure, properties, and reactivity of transmission metal compounds. His activities have included thermal studies of classical coordination compounds of cobalt and chromium, synthetic and structural studies of heavy transition metal compounds containing metal-metal bonds, synthetic and structural studies of organometallic compounds, and x-ray diffraction studies of aqueous solutions.

Robinson is associate editor of *The Journal of Solid State Chemistry*, and a member of the American Association for the Advancement of Science, the American Chemical Society, the American Crystallographic Association, and Sigma Xi. He has been active in the General Chemistry program at Purdue since joining the faculty. He was the Director of General Chemistry from 1982 to 1986. He is the co-author (with Henry F. Holtzclaw and William H. Nebergall) of college chemistry texts, *General Chemistry* and *College Chemistry* (D. C. Heath and Company).

Chairperson of the Chemistry Section this year is Joe Dean Zajicek, McLennan Community College.

FOUR AUTHORS TO ADDRESS PSYCHOLOGY SECTION

Roberta M. Berns

Carol A. Tavris

Dennis Coon

Douglas A. Bernstein

Four educators, all authors of college psychology textbooks, will speak at the meetings of the TJCTA Psychology Section during the forthcoming convention in Dallas.

At the Friday session, Roberta M. Berns, psychology instructor at Saddleback Community College in Mission Viejo, California, will speak on "Special Needs of Today's Students." Ms. Berns holds the Bachelor of Science and Master of Arts degrees from Cornell University. She joined the faculty of Saddleback College in 1979, and presently serves as chairperson of the Human Development Department. Ms. Berns is author of an interdisciplinary textbook, *Child, Family, Community: Socialization and Support* (Holt, Rinehart and Winston, 1985).

Also on Friday, Carol A. Tavris, nationally known teacher, writer, and lecturer, will speak on "Anger: The Misunderstood Emotion." Dr. Tavris received the Bachelor of Arts degree *summa cum laude* from Brandeis University, majoring in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. She lectures and writes frequently on human sexuality. Dr. Tavris is co-author (with Carole Wade) of an introductory psychology textbook, *Psychology* (Harper and Row, Publishers, 1987).

Saturday morning, "Classroom Antidotes for Student Gullibility" will be the topic for discussion by Dennis Coon, psychology instructor at Santa Barbara (California) City College. Coon has taught introductory psychology, statistics and research methods, and personality and personal adjustment at Santa Barbara since receiving his Ph.D. from the University of Arizona. He received West Publishing Company's 1984 award for outstanding authorship and frequently serves as a reviewer and consultant to publishers. He recently edited the best-selling trade book *Choices*. Coon is also author of the textbooks *Introduction to Psychology* and *Essentials of Psychology*, both in their fourth editions, published by West.

Final speaker for the Psychology Section will be Douglas A. Bernstein, Professor of Psychology at the University of Illinois. His topic will be "Stress Management." Bernstein holds the Bachelor of Science degree from the University of Pittsburgh and the Master of Arts and Ph.D. degrees from Northwestern University. He joined the psychology faculty at the University of Illinois upon completion of his doctoral studies, in 1968. Bernstein is a prolific writer, and his articles have appeared in many scholarly journals. He has written and spoken frequently on behavior modification in treatment of fear, stress, and anxiety. He has conducted and directed research on the modification of smoking behavior and on the prevention and treatment of fear in dentistry. Bernstein is author of the introductory psychology textbook, *Psychology* (Houghton Mifflin Company, 1988).

Arrangements for the Psychology Section programs were made by Doris J. Ward, San Jacinto College–South Campus, who serves this year as section chairperson.

CONTINUING EDUCATION TOPICS ANNOUNCED

Nellie Carr Thorogood

Sam Saenz

Members of the Texas Administrators of Continuing Education for Community/Junior Colleges will meet during this month's TJCTA convention in Dallas.

Speaker for the Friday session will be Nellie Carr Thorogood, President of the East Campus of North Harris County College, and formerly the Assistant Commissioner for Community Colleges and Technical Institutes of the Texas Higher Education Coordinating Board. She will discuss relationships between institutional representatives and the Coordinating Board in remarks entitled "How to Work Effectively with the Coordinating Board: On the Other Side of the Fence." Dr. Thorogood received her bachelor's and master's degrees from North Texas State University and the Ph.D. in educational administration from The University of Texas at Austin.

Saturday's TACEC/JC meeting will feature remarks by Sam Saenz, Public Affairs Specialist for the U. S. Department of Education. Saenz will speak on "Grantsmanship: Finding Federal Program Monies Quickly," offering suggestions for increased effectiveness in writing grant applications.

Program plans were made by Susan M. Muha, Richland College.

DISCUSSION PLANNED ON "WELLNESS PROGRAMS"

Community college faculty, staff, and administrators interested in health promotion, or "wellness programs," will meet during the annual TJCTA convention in Dallas. The session is scheduled to begin at 4:30 p.m., Friday, Feb. 26, in the Dardenelles Room of the Loews Anatole hotel.

Ellen H. Brennan

Ellen H. Brennan, Health Awareness Coordinator for San Antonio College, will discuss the development of that school's "wellness program," and lead an informal discussion among participants regarding other established programs.

Plans for the session were arranged by Carol A. Johnson, Associate Professor of Physical Education at San Antonio College.

ACADEMIC SKILLS PROGRAM IS COUNSELING TOPIC

Jack E. Stone

John R. Grable

Deborah L. Floyd

Jocelyn Chadwick-Joshua

"The Texas Academic Skills Program: Challenges and Issues" is the topic for discussion in the TJCTA Counseling and Student Personnel Services Section at this month's convention in Dallas. In the Friday section meeting, a panel will discuss issues related to the development and implementation of the academic skills assessment instruments. Panelists will include Joan Matthews, Director of the TASP for the Texas Higher Education Coordinating Board; Jack E. Stone, Vice Chancellor of Educational Affairs, Dallas County Community College District; John R. Grable, President-Elect of Brazosport College; and Deborah L. Floyd, Vice President for Student Development, Collin County Community College.

In the Saturday meeting, a panel will discuss implications of the skills assessment program from a practical viewpoint. Panel members will be Nellie Carr Thorogood, President, North Harris County College–East Campus; Jocelyn Chadwick-Joshua, English instructor at Collin County Community College; Jacquelyn B. Tullock, Director of Counseling at Brookhaven College; and Carol S. Goldsby, instructor of Licensed Vocational Nursing at the East Campus of North Harris County College.

Chairperson of the Counseling and Student Personnel Services Section for the 1988 convention is Cindy H. Hammit, Collin County Community College.

UNIVERSITY ATTORNEY TO DISCUSS "AIDS ON CAMPUS"

Craig A. Barnard

Nicholas D. Gennett

Larry K. Patterson

"The AIDS Issue on Campus" is the topic for discussion by the Texas Association of Community College Chief Student Affairs Administrators at their Saturday session during this month's TJCTA convention in Dallas. Speaker will be Richard Scott Rafes, Assistant to the Chancellor for Legal Affairs, North Texas State University.

Rafes holds the Bachelor of Arts degree in government from Lamar University and the Doctor of Jurisprudence from the Bates School of Law at the University of Houston. He has served as legal counsel for NTSU and the Texas College of Osteopathic Medicine since 1980. He previously served as an Assistant Attorney General of Texas, representing colleges and universities.

Friday's session will feature a discussion of MASTERSCAN, a computerized testing program, by a panel from Amarillo College. Panel members will include Craig A. Barnard, Coordinator of Testing; Nicholas D. Gennett, Vice President and Dean of Student Development and Instructional Support; and Larry K. Patterson, Associate Dean of Student Development and Instructional Support.

Arrangements for the programs were made by Cheri Turner Sparks, Howard College, who serves this year as president of the student affairs administrators' organization.

UT-AUSTIN OFFERS STUDY AT CAMBRIDGE

For the fourth consecutive year, the Division of Continuing Education of The University of Texas at Austin is offering a study program in Great Britain. The summer study programs are joint ventures of UT-Austin and the continuing education units of the University of Cambridge in England and the University of Edinburgh in Scotland.

The Cambridge program is organized into three separate sessions, including a two-week session from July 3-16, a two-week session from July 17-30, and a three-week session from July 10-30. The registration fee is $1,795 for one two-week course, $2,495 for the three-week course, and $3,295 for two two-week courses (four consecutive weeks). The fee includes tuition, room, meals, and all field trips required as part of the course, according to (Ms.) Gene Sherman, coordinator of the Cambridge and Edinburgh programs for UT-Austin's Division of Continuing Education.

Small group seminars, taught by eminent British scholars, may be supplemented by optional field trips to historic and cultural sites, from the Stratford-upon-Avon of Shakespearean fame to the world-renowned art gallaries of London. Lodging for participants is provided in rooms normally used by students in Clare College, one of the oldest of the 31 colleges that make up the University of Cambridge.

Further information about the Cambridge and Edinburgh study programs may be obtained from the Division of Continuing Education, The University of Texas at Austin, P. O. Box 7879, Austin, Texas 78713-7879, or by calling Area Code 512, 471-3124.

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AUSTIN COMMUNITY COLLEGE announces openings for instructors in Associate Degree nursing, computer information systems, and electronic technology. ADN position requires current RN licensure in Texas, master's degree in nursing and minimum of three years clinical experience in medical/surgical nursing; experience in obstetrics, pediatrics, or psychiatric nursing preferred. Computer information systems position requires master's degree in computer science or related field. Ph.D. and previous community college teaching experience preferred. Electronic technology position requires bachelor's degree and three years experience in the field. Contact: Office of Personnel Services, Austin Community College, P. O. Box 2285, Austin, Texas 78768.

BRAZOSPORT COLLEGE announces vacancy for criminal justice instructor and academy coordinator and for an instructor of history. Criminal justice position (available immediately) requires TCLEOSE certification and five years experience in law enforcement; bachelor's degree required, master's preferred. History position begins in fall of 1988; requires master's degree with 18 graduate hours in history; second teaching field (with 18 graduate hours) must be attained during first three years of employment. Contact Personnel Office, Brazosport College, 500 College Drive, Lake Jackson, Texas 77566.

CISCO JUNIOR COLLEGE announces fall openings in accounting and English. Master's degree with 18 graduate hours in teaching field required; previous teaching experience preferred. Also announces opening for Business Manager in August 1988. Bachelor's degree required; master's preferred. Prior experience in college fiscal operations desirable. Contact Personnel Director, Cisco Junior College, Route 3, Box 3, Cisco, Texas 76437.

ODESSA COLLEGE announces opening for director of engineering for the college's noncommercial public television station. Contact Personnel Office, Odessa College, 201 West University Boulevard, Odessa, Texas 79764.

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HISTORY SECTION TO HEAR PROFESSORS

Gary D. Stark

George B. Tindall

Three university history professors will address meetings of the TJCTA History Section at the forthcoming convention in Dallas.

At the Friday morning session, Gary D. Stark, Associate Professor of History at The University of Texas at Arlington, will speak on "The German Question Then and Now: Germany in International Affairs."

The second address Friday will be by George B. Tindall, Kendall Professor of History at the University of North Carolina, who will speak on "The Reagan Years in Historical Perspective." After earning his Ph.D. from the University of North Carolina, Tindall taught at Eastern Kentucky State College, the University of Mississippi, and Louisiana State University before returning to his *alma mater* to join the UNC history faculty in 1958. He is a past president of the Southern Historical Association and is the author of numerous articles, papers, and books, including the survey text, *America: A Narrative History* (W. W. Norton & Company, Inc.).

Speaker for the Saturday meeting of the History Section will be Ben Procter, history professor at Texas Christian University, whose topic will be "Citizen Kane Revisited: The Life of William Randolph Hearst."

Program plans for this year's meetings were arranged by Frank J. Wetta, Galveston College.

"ECONOMIC OUTLOOK" IS REAL ESTATE TOPIC

Real estate educators attending this month's TJCTA convention in Dallas will hear a discussion by William T. Long, III, economist and manager of the Research Department for the Federal Reserve Bank of Dallas. Long will discuss the nation's economic outlook in the Real Estate Section Meeting scheduled for Saturday morning, Feb. 27.

William T. Long

On Friday, mem-rs will travel to the regional offices of the deral Savings and Loan Insurance Corporan in Dallas for a presentation on sale of FSLIC operties. Michael Quarry, FSLIC Regional arketing Manager, will speak.

Program arrangements were made by this ar's Real Estate Section chairperson, Kay lson, North Lake College.

PLACEMENT CENTER TO OPERATE DURING CONVENTION

The TJCTA Membership Services Committee will operate a placement center during the annual convention in Dallas. Committee member Doug Richey, Northeast Texas Community College, serves as chairperson of the subcommittee to handle arrangements for staffing and organizing the placement center. This will be the twelfth consecutive year that a placement center has been operational during the annual TJCTA convention. In past years, as many as 125 job listings have been posted.

In a joint letter from Richey and TJCTA President Mary Parker, each college president was invited to submit information regarding anticipated openings on the full-time faculty and administrative staff for the coming academic year.

Job listings will be posted on a bulletin board near the registration center in the Grand Ballroom Foyer of the Loews Anatole Hotel. Hours of operation will be from 8:00 a.m. to 2:00 p.m., on Friday, Feb. 26, and from 8:00 to 11:00 a.m., Saturday, Feb. 27.

TJCTA members who wish to do so are invited to send resumés to be included in a loose-leaf binder, filed according to teaching fields. College personnel officers and other administrators attending the convention will be given opportunities to review the resumés and obtain information about potential candidates for staff openings. Resumés should be sent to the TJCTA State Office, 7748 Highway 290 West, Suite 310, Austin, Texas 78736. Resumés should be mailed in time to be received by Feb. 22. After that date, members may take their resumés directly to the placement center at the convention site.

Following the convention, job listings and resumés of those seeking positions will be returned to the state office for the TJCTA placement/referral service.

FITNESS TECHNOLOGY IS PROGRAM TOPIC

Sue Jones

Michael Dehn

Health and physical fitness will be topics for discussion in this year's meetings of the TJCTA Health, Physical Education, and Recreation Section.

In Friday's HPER Section Meeting, V. Sue Jones, Coordinator of Physical Fitness Technology, North Lake College, will speak. Her announced topic is "Physical Fitness Technology: Training Fitness Professionals in the Community College." Her presentation will include a description of the associate degree program in Physical Fitness Technology at North Lake College, a description of the feasibility study conducted to determine the need for the program, and a description of the process through which the program was designed and approved at the local and state levels. Dr. Jones holds the Master of Arts degree in psychology from Southern Methodist University and the Ph.D. in exercise physiology from Texas Woman's University.

Saturday's session will feature a discussion of "Health and Fitness Computer Software" by Michael Dehn, Executive Director, Health Management Consultants. Dehn is an exercise physiologist with bachelor's and master's degrees from the University of Washington. He was trained by the prominent cardiologist Dr. Robert Bruce. Dehn was co-founder and director of the first cardiac rehabilitation center in Texas, the Dallas Cardiac Institute. He has authored numerous papers and articles on exercise physiology, health promotion, and cardiac rehabilitation.

Arrangements for the section meeting programs were developed by Rex Alan Parcells, Collin County Community College, this year's chairperson of the Health, Physical Education, and Recreation Section.

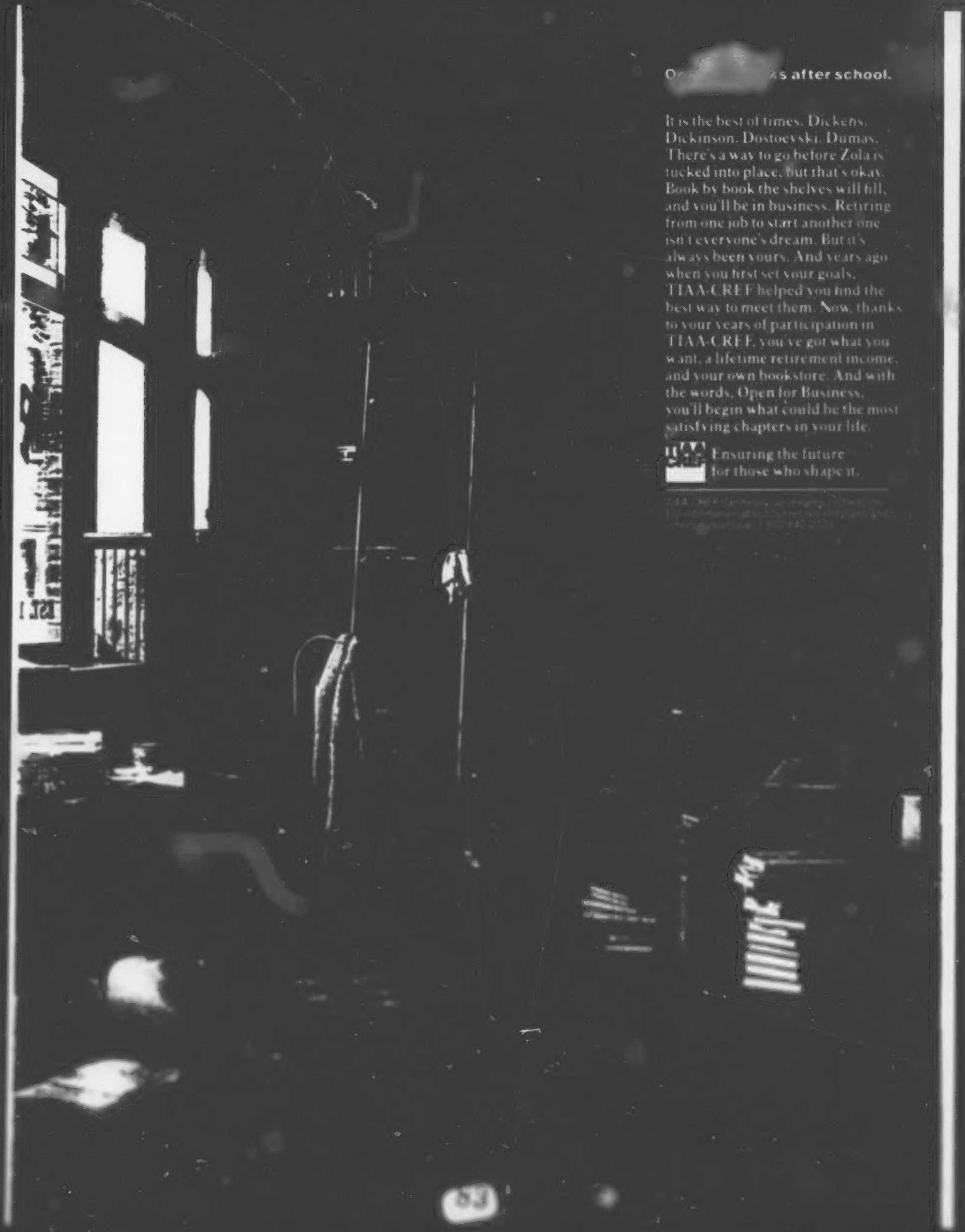
"TEACHER AS LEADER" IS TASPOD TOPIC

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will meet during the forthcoming TJCTA convention in Dallas. The TASPOD meetings will be at 12:30 p.m. and 4:30 p.m., Friday, Feb. 26, in the Edelweiss Room of the Loews Anatole hotel.

Mimi Valek

Speaker for the session will be Mimi Valek, Coordinator of Staff Development at Austin Community College. She will address the group concerning the role of the teacher as a leader. "We know that our students must take responsibility for their own learning, but how do we as educators *lead* our students to this end? How do we motivate and influence students not only to learn but to savor and value what is learned? How do we respond to the unique nature and diverse needs of community college students?" Ms. Valek will discuss recent research on effective community college teaching which helps provide answers to these questions.

Robert L. (Bob) Claussen, Tarrant County Junior College–Northwest Campus, serves this year as state president of TASPOD. At the 4:30 p.m. session Friday, the group will hold its annual business meeting.



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AIDS INFECTIONS TO BE DISCUSSED

Gordon Green, M. D.

Michael A. Gonzales

Thomas F. Walch

Issues related to acquired immune deficiency syndrome (AIDS) will be discussed at this years meetings of the TJCTA Health Occupations Section.

The Friday session will feature a talk by Dr. Gordon Green, Director of the Dallas County Health Department. His announced topic is "AIDS/HIV Infections: Epidemiology and Control." Dr. Green earned his medical degree from Southwestern Medical School in Dallas and his Master of Public Health degree from the University of California School of Public Health in Berkeley. He previously served as Deputy Director, Division of Health Services Delivery, for the U. S. Public Health Service in Dallas. In his TJCTA presentation, Dr. Green will trace the history of the AIDS epidemic and then focus on the control of transmission of the infections. Following his prepared remarks, Dr. Green will respond to questions from the audience.

Two speakers will address Saturday's Health Occupations Section Meeting on the topic "AIDS Civil Rights Considerations in the Health Occupations." Michael A. Gonzales, Equal Opportunity Specialist in the Office of Civil Rights, U. S. Department of Health and Human Services, and Thomas F. Walch, Public Health Advisor in the Texas AIDS Program, Texas Department of Health, will speak.

Gonzales is a frequent speaker at educational conferences and serves a consultant to city and state governments on the application of federal civil rights statutes. He will focus on the AIDS issue from two primary points of view: the responsibilities of federally-funded employers toward persons with AIDS and the rights of AIDS victims under the federal Rehabilitation Act.

Walch is a frequent speaker on the topic of AIDS prevention. His presentation will include a discussion on the transmission of the AIDS virus and ways to ensure protection against transmission.

Arrangements for this year's Health Occupations Section programs were developed by Benita B. Mays and John D. Hiser, Tarrant County Junior College–Northeast Campus, and Helen V. Reid, Trinity Valley Community College.

"SUBLIMINAL COMMUNICATION" IS TOPIC FOR SPEECH AND DRAMA SECTION

Russell D. Kunz

Shelley D. Lane

Clarice Tinsley

A discussion of "Subliminal Communication in Film, TV, and Everyday Life" will be presented at the meeting of the TJCTA Speech and Drama Section during the convention in Dallas. Speakers for the Friday session will be Russell D. Kunz, business administration instructor, and Shelley D. Lane, speech communications instructor, both on the faculty of Collin County Community College. Through the use of videotape and slides, the basis for subliminal communication will be examined and the mechanics of putting together a subliminal message will be demonstrated. Additionally, the utility of subliminal communication will be discussed as it relates to printed matter, self-improvement tapes, and classroom use.

Kunz holds the Bachelor of Business Administration and Master of Science degrees in management from Texas Tech University. Dr. Lane received her Bachelor of Arts degree in communication studies from the University of California at Los Angeles and her Master of Arts and Ph.D. degrees in communication arts and sciences from the University of Southern California.

Saturday's meeting of the Speech and Drama Section will feature Clarice Tinsley, co-anchor of the evening news for KDFW-TV, speaking on "Newscasting as a Career for Speech and Theatre Majors." Ms. Tinsley received the 1985 George Foster Peabody Award and has also received the Alfred I. DuPont Columbia Citation Award, the Texas Headliners Award for Investigative Reporting, and the Associated Press Award for Best Investigative Reporting in Texas. She is one of 12 journalists (and the only one chosen from a local television station) currently named in the "Gallery of Greats," a salute to 160 years of Black journalism.

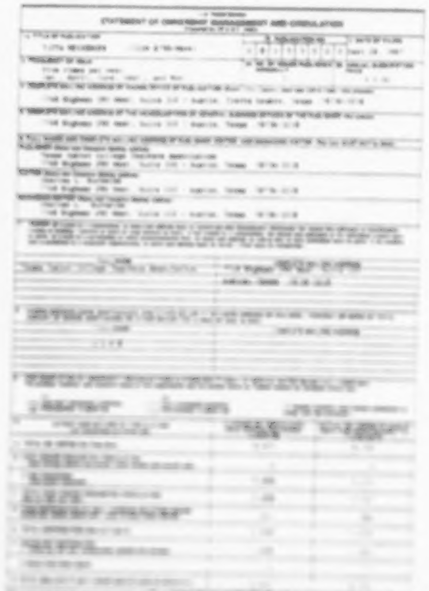
NEW SECTION PLANNED FOR HORTICULTURE

Included among this year's section meetings are two sessions for instructors in horticulture programs. Under leadership of Mark J. Schusler, Tarrant County Junior College–Northwest Campus, plans were developed for establishment of a Horticulture Section on a trial basis. Schusler has arranged programs for the section and has communicated with horticulture instructors around the state inviting them to attend and participate in this year's TJCTA convention in Dallas.

In the Friday meeting, members will hear a discussion led by Joseph R. Novak, senior lecturer and undergraduate coordinator for the Horticulture Department at Texas A&M University. His topic will be "Horticulture Students Transferring from the Community College to Texas A&M."

Forrest E. Ward

Problems in articulation between community colleges and four-year universities in their horticulture students and programs will be discussed in Saturday's Horticulture Section Meeting. Speaker will be Forrest E. Ward, a member of the professional staff of the Texas Higher Education Coordinating Board. Ward holds the Bachelor of Science and Master of Science degrees from North Texas State University and the Ph.D. in history from The University of Texas at Austin. He taught in the public schools of Lovington, N.M., and Wharton and Alvin, Texas, before joining the faculty of Alvin Community College in 1954. After completing his doctoral studies, he joined the history and government faculty at Southwestern University. Since 1965, he has served on the Coordinating Board staff.



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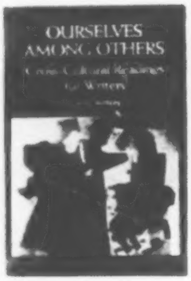

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BASIC SKILLS TEST TO BE DISCUSSED

Ann B. Faulkner

Hazelyn D. Lewis

Lew C. Sayers, Jr.

The Texas Academic Skills Test and its implications for educators in compensatory and developmental programs at community junior colleges will be the subject for discussion at this year's meetings of the Compensatory/Developmental Education Section during the TJCTA convention.

At Friday's section meeting, three members of the Texas Higher Education Coordinating Board's Council on Learning Excellence will discuss developmental educators' response to H.B. 2182, the law which mandates that the basic skills test be implemented in 1989. Ann B. Faulkner, Coordinator of the Learning Skills Center at Mountain View College; Gail M. Platt, Director of the Learning Center at South Plains College; and Hazelyn D. Lewis, Associate Professor of English, St. Philip's College, will participate in a panel discussion.

In the section meeting Saturday, Lew C. Sayers, Jr., developmental writing instructor at Mountain View College, will present a status report on the development of the writing assessment section of the Academic Skills Test. Sayers serves on the statewide writing advisory committee for the Texas Academic Skills Program.

Programs were arranged by Michael L. Burke, Eastfield College, this year's chairperson of the TJCTA Compensatory/Developmental Education Section.

USE OF COMPUTERS IN INSTRUCTION IS ACCOUNTING SECTION TOPIC

Ken Martin

Rick Lindgren

Lew Gossage

Belverd E. Needles

TJCTA members attending the Accounting Section Meeting on Saturday, Feb. 27, will have an opportunity for "hands-on" experience in integrating microcomputer software into accounting instruction. Under the auspices of South-Western Publishing Co., three speakers will assist participants with hands-on software applications. Both general ledger and spreadsheet software will be used and discussed. Speakers will be Kenneth Martin, Rick Lindgren, and Lew Gossage.

Ken Martin, MS, CPA, senior editor at South-Western, brings extensive accounting experience to the discussion. He taught college accounting students for 10 years prior to editing successful textbooks for the last 11 years.

Rick Lindgren, MBA, CPA, brings industry and college teaching experience to the discussion. After working with Ford Motor Company and teaching accounting and computer courses for five years, Lindgren began his present position as a courseware analyst and editor at South-Western Publishing Co.

Lew Gossage, MBA, is market/acquisitions manager for South-Western's college division. His background includes experience in college teaching and as a logistics officer for systems applications. He was a sales representative for South-Western prior to assuming his current position.

At Friday's meeting of the Accounting Section, a seminar on learning by objectives will be led by Belverd E. Needles, Jr., CPA, CMA, a professor at DePaul University's School of Accountancy.

Program arrangements for the Accounting Section were planned by George A. Loughran, Jr., San Jacinto College–North Campus.

PROFESSIONAL STAFF POSITIONS AVAILABLE

NORTHEAST TEXAS COMMUNITY COLLEGE anticipates openings in chemistry, physics or geo-physics, government, and English beginning in the fall of 1988. Master's degree with minimum of 18 graduate credit hours in teaching field required. Preference to applicants qualified to teach in more than one discipline. Openings contingent on budgetary approval. Contact Dr. James K. Archer, Dean of Academic Services, Northeast Texas Community College, P. O. Box 1307, Mount Pleasant, Texas 75455.

NORTH HARRIS COUNTY COLLEGE anticipates openings in accounting, biology, chemistry, data processing, economics, English, history, mathematics, office administration, physical education, political science, psychology, and reading. Master's degree with minimum of 24 graduate hours in teaching field required. Preference given to applicants with second teaching field of at least 18 graduate hours. NHCC also anticipates openings for a business manager and a counselor. Send letter of application and resume to: Director of Personnel, North Harris County College District, 233 Benmar, Suite 150, Houston, Texas 77060.

"GREAT TEACHING" ROUND-UP SCHEDULED FOR MAY 16-20

"Round-up" participants enjoy informal conversation as well as scheduled sessions. Last year's retreat included a closing evening hayride.

The Texas Association for Staff, Program, and Organizational Development (TASPOD) will hold it seventh annual "Round-up for Great Teaching," May 16-20, at the Lazy Hills Guest Ranch near Kerrville. The "Round-up" is modeled after the Master Teacher Seminar originated by Roger Garrison at Westbrook College in Portland, Maine.

According to TASPOD leaders, the agenda for the seminar is developed *by* faculty *for* faculty, with the staff's major role being one of facilitation and coordination. "Round-up" staff includes Don Bass, College of the Mainland; Marvin Longshore, Alvin Community College; Nancy Roediger, Tarrant County Junior College–Northeast Campus; and Mimi Valek, Austin Community College.

Goals of the seminar include "the celebration of good teaching, the stimulation of creative problem solving, the exploration of new ideas, and self-renewal," according to TASPOD officials. "The process for meeting these goals is enhanced by the beautiful Texas hill country setting," Ms. Valek said. "Secluded in 750 acres of scenic ranchland, participants find that learning takes place not only in scheduled sessions but also informally on horseback rides, by the swimming pool, or on walks along the creek," she said.

Further information regarding the seminar may be obtained from Ms. Valek at Austin Community College, P. O. Box 2285, Austin, Texas 78768; Area Code 512, 495-7591. Also, "Round-up" information will be available during the TASPOD meetings at this month's TJCTA convention at the Loews Anatole hotel in Dallas. Interested persons should consult the convention program regarding times and places of the TASPOD meetings.

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"The presentation is unique and contemporary. In particular, the section on who truly benefits from regulation is sure to stimulate critical thinking and interest in the economic thought process. Moreover, the two lroad case studies presented are informative, add focusand, in short, are a joy to read.

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With more than three weeks to go before the TJCTA convention's opening date, the full block of rooms held at the Loews Anatole hotel had been sold for Thursday, Feb. 25. (Rooms were still available at the Anatole for Friday, Feb. 26 at press time.)

An additional block of rooms has been reserved at the hotel nearest to the Anatole—the Quality Hotel Market Center (formerly Quality Inn). The two hotels' parking lots are adjacent, and members staying at the Quality Hotel will not have to cross any busy streets for the five-minute walk to the Anatole. Also, the Quality Hotel provides a courtesy car for transportation between the two hotels at the request of guests.

Members who are disappointed to find the headquarters hotel sold out will find some comfort in the more economical rates offered at the overflow facility. Single rooms at the Anatole are $72, but only $45 at the Quality Hotel. Double accommodations are $78 and $50, respectively; and triple rooms are $84 and $55. Further, the Quality Hotel will permit four guests to share a room (at a $60 rate), while house policy at the Anatole limits the number of guests sharing a room to three.

Conventioneers on a "tight" budget will also be interested in knowing that there are numerous fast-food establishments within a short drive of the convention site. There are also restaurants within an easy walk of the Anatole. (The Quality Hotel, for example has a full-service restaurant with menu prices considerably below those at the Anatole.)

Members who have not yet reserved hotel accommodations should do so immediately. The form below should be completed and mailed to the preferred hotel. (If rooms are not available at the member's first choice, the form will be forwarded to the other property and the member will be notified.) *However*, during the last several days before the convention, hotels may not be able to complete processing of reservations and send confirmations as promptly as desired. So...don't delay any longer. Make your reservation **today**!

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41st Annual Convention

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VOLUME XIX SPRING 1988 NUMBER 4

REP. TOM UHER IS NAMED "LEGISLATOR OF THE YEAR"

—Photo by Tom Stutzenberg

State Rep. D. R. (Tom) Uher, D-Bay City, right, was named "TJCTA Legislator of the Year." He is pictured above receiving a plaque from incoming president Larry Shirts, North Harris County College–South Campus. Uher was chosen for the recognition by unanimous votes of the Association's Legislative and Executive Committees.

Mounted on blue velvet and framed in walnut, the plaque cited Uher for his "effective leadership and outstanding service in behalf of the community junior colleges of Texas and in sincere appreciation of his support of the legislative goals of the Texas Junior College Teachers Association."

Uher was elected to the Legislature in 1967, and ranks third in seniority in the House of Representatives. During the last two legislative sessions he chaired the Budget and Oversight Subcommittee of the Committee on Higher Education. In that capacity and as a member of the powerful Committee on Appropriations, Uher has vigorously championed the state's community junior colleges.

Plan Now to Attend
Ninth Annual
TJCTA Conference for Faculty Organization Leaders
Austin — October 1, 1988

3,121 REGISTER FOR TJCTA CONVENTION

TJCTA members from every public and independent community college and technical institute in the state attended the 1988 convention of the Association held in Dallas, Feb. 25-27. Guests, program participants, and exhibitor representatives brought the final official registration total to 3,121—the highest registration since 1985.

In the annual election of officers, Emmeline Dodd, College of the Mainland, defeated Margaret Harbaugh, McLennan Community College, to be elected president-elect. Ms. Dodd will automatically become president for the year 1989-90, following Larry Shirts, North Harris County College–South Campus, who as president-elect chosen in the 1987 convention, succeeded to the presidency April 1.

In other races, David Clinkscale, Tarrant County Junior College–Northwest Campus, defeated Constance Cameron, St. Philip's College, to win the post of vice president; Steve Dutton, Amarillo College, out-polled Tom Rodgers, Collin County Community College, to be elected secretary; and Laura Wyman, Vernon Regional Junior College, defeated John Forshee, Western Texas College, for the office of treasurer.

—Photo by Tom Stutzenberg

Retiring officer Doris Huibregtse, Howard College, right, received a plaque from State President Mary Parker in recognition of Mrs. Huibregtse's six consecutive years of service on the Executive Committee. She first joined the Executive Committee in 1982, and she has held every elective office in the Association.

TJCTA LEADERS NAMED TO MAJOR STATE COMMITTEES

The current president and two past presidents of the Texas Junior College Teachers Association are presently serving on five important advisory committees of the Texas Higher Education Coordinating Board.

Former TJCTA state president Doris Huibregtse, Howard College, serves as a member of the Coordinating Board Task Force on Program Guidelines. The panel reviews and makes recommendations regarding approval, revision, and "sunsetting" of community college technical and vocational programs.

Mary Parker, Austin Community College, TJCTA immediate past president, was appointed to three advisory committees. The Formula Advisory Committee developed recommendations concerning contact-hour formula rates for use in submitting budget requests to the 71st Legislature. Ms. Parker also served on the Communications Advisory Committee, charged with developing a public information plan to enhance the image of the state's community colleges and technical institutes. She has been replaced on that panel by incoming TJCTA president Larry Shirts. Finally, Ms. Parker was appointed to the advisory committee considering the role, scope, and mission of the state's two-year colleges.

The current TJCTA state president, Larry Shirts, North Harris County College–South Campus, was recently appointed to the Coordinating Board Study Committee on Use of Part-Time Faculty. That panel will "review the use of part-time faculty in state institutions of higher education," pursuant to a recommendation of the Select Committee on Higher Education. The part-time faculty study committee will hold its first meeting April 29. The committee will review salaries and benefits of part-time faculty and study the ratio of full-time and part-time faculty in the state's colleges and universities.

PRESIDENT'S MESSAGE

There is an old saying, "Be careful what you ask for, because you may get it." It came home to me with special force when I was told that not only was there to be a spring issue of the *Messenger,* but also I was expected to write the President's Message! So part of my spring break was devoted to this valedictory President's Message.

There is much to say, of course. I want to thank my fellow officers. During the course of the year, we developed very effective and rewarding working relationships, and therefore my ambitions, hopes, and plans for the year got the attention, correction, and support they needed.

The support and help came from other sources as well. The committee chairs both did their own jobs and helped balance the budget. With the help of the Professional Development Committee and other committee members, we provided input to the Coordinating Board on two of the issues they are studying, the Texas Academic Skills Program and the use of part-time faculty. The Legislative Committee monitored the work of the Legislature during very hard times, and has undertaken a study of the status of community college faculty liability. The Membership Services Committee handled the placement center, the financial planning seminar, and the retirement seminar at the convention, as well as monitoring all of our membership services. The Membership Committee offered some excellent suggestions and help in some different strategies for recruitment this year. With their help—and the tireless work of the campus representatives—we economized by not having a summer meeting of the campus representatives, and yet had a quite successful membership drive.

The issues which the Nominating Committee, the Resolutions Committee, and the Auditing Committee deal with are very important and very sensitive issues, and we rely heavily on the professionalism and good sense of the members of these committees. They handled them very well this year.

The convention seemed to be quite a success this year. I heard many rave reviews about the section meetings. The section chairpersons did an outstanding job. The efforts of the Membership Services Committee, the Registration Committee, the Social Committee, and others helped make it an enlightening and enjoyable experience.

Scott Nelson, as chairperson of the Editorial Review Board, has revitalized member input to the *Messenger* by bringing forward several good articles written by TJCTA members. Those articles have been a major help in getting out four issues this year.

Another major factor in the improvement in our publication schedule has been the computer we purchased a couple of years ago. This year, with our basic documents and information already in the system, we have really reaped the time-saving benefits.

Another project that came to fruition this year was the statement on how to use TJCTA assistance in grievance matters. I have always felt that one of our most important services is our willingness and ability to stand behind our members to help them secure their legal rights. I'm sure that we all, administrators and faculty members, will be better off for knowing *in advance* of any conflict, what the legal rights of the faculty members are, and that the faculty members will be supported in securing those rights. Maybe this will help avoid some of the conflicts

Some of the things we do each year are becoming harder. The salary survey, for example, now requires much more time to separate substance from "public relations." If hard times accelerate the tendency toward using complex pay-scale changes to disguise minimal or no changes in actual pay, we may eventually find it impossible to put out accurate surveys.

The biggest news of the year was what we *didn't* do—raise dues! As faculty levels have stabilized in recent years, and the earlier steady growth in TJCTA membership changed to a slow decline, the finances of the organization have come to require more attention. Improvements in our budgeting process showed us last spring that the organization had to act to increase revenues or to reduce expenditures. The challenge was to do so without making membership less attractive by increased dues or reduced services. With the active help of the committee leaders at the spring retreat, a plan was developed that resulted, over the year, in more than $10,000 savings in committee and convention expenses. The revised budget also raised over $20,000 in additional revenue without increasing dues. The $10 increase for the convention registration fee puts it at $15, still a great bargain compared with most large conventions. Further expense reductions at the state office have made this year yield a financial surplus, restoring our reserves to close to their traditional levels.

It is gratifying to see that we have foreseen and prevented problems. However, we cannot afford to be complacent. Even the higher level of reserves is only enough to cover the period between the beginning of our fiscal year on April 1, and midsummer, when the exhibit fees for the next year's convention come in.

In a very real sense, TJCTA has to be created anew each year, and the membership numbers measure our success. This year stopped the membership decline of the previous two years. Why? What have you seen make a difference on your campus? What *would* make a difference that we haven't tried? Think of a lot of good ideas, and send them, not to me, but to Larry Shirts, who will have taken over the reins by the time you read this.

Mary R. Parker

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“We Care...We Teach”

Carol A. Tavris

Editor's Note: Following is the text of the remarks of Carol A. Tavris delivered at the First General Session of the 41st annual convention of the Texas Junior College Teachers Association. Dr. Tavris provided an interpretation of the convention theme, “We Care...We Teach.”

Your convention theme is an inspiring but ambiguous “*We Care...We Teach*,” and therefore I think it is important to start off by defining our terms. The “*we teach*” part of the theme is all too obvious, especially when you have what seems like your 94th class in three days. But it's not at all obvious what the “*we care*” part means in practice. Perhaps I've become skeptical because in California, we hear those lovely words “care” and “intimacy” and “empathy” every 12 minutes, and these have become friendly buzz words that are unreliably related to anyone's actual behavior. Since my main occupation is as translator, from “psychologese” to English, I want to be curmudgeonly about what caring is and is not. And as a social psychologist, I want to say something more besides celebrating the virtues of compassion and empathy, though I am highly in favor of them. My point is that if we care about teaching and we care about students, *loving feelings* aren't enough; even empathy and compassion aren't enough. They're nice, maybe even necessary, but they aren't enough.

Carol Tavris

I learned this truth from my father, who once warned me that a sweet-talking man would one day enter my life, swearing how much he cared for me and how he loved me. “Watch what he *does* and not what he *says*,” my father advised, and I've taken that advice to heart in many domains of life, from sweethearts to politicians.

So I want to speak here about caring as an action, not an emotion. In particular, I will discuss three elements of “care” that affect teachers: caring for students, caring for teaching, and caring for ourselves as teachers, without which we can't do the other two.

Caring for Students

First, caring for students does not mean loving them or needing them to love us. When you care about students, you want them to learn, to improve, to work, to do their best. It means you don't “teach down” to what you assume is their level, but challenge them to rise above it. It means you are prepared to contribute to and nurture their development, *even if they don't love you while you're doing it.*

Students who are used to hearing “I love you; I care about you” from their teachers are sometimes frightened and angry at first when you treat them as adults—with the expectations and standards you would impose on adults. My colleague Carole Wade had a student once who became very angry at her when she wouldn't play “earth mother” for him. She told him: “Look, I am not being paid to be loved; the college pays me to be the best teacher I can be. If you love me, I'm happy; if not, that's OK too.” This response, I know, is often difficult for teachers who “don't get no respect” or love from the outside world. Many of us turn to our students to give us the admiration and affection that keep us going in hard times.

Yet teachers, like good parents, must get over the idea that to care for someone you give her everything she wants; that you talk down to her rather than lift her up; that you make exceptions for her—all in the hope that if you do these things, the recipient of your care will care for you. When you tell your 14-year-old that she may NOT take the car and spend four days and three nights with a booze-drinking hairball from Oklahoma, she will not love you at that moment. But you hope that she will understand one day, and that's what we must hope for as teachers, as well.

That said, how does “caring” translate into action? It involves *setting standards—standards for academic performance, standards for classroom behavior—and having students clearly understand them.* Fine words are not enough. A student cannot benefit from exhortations to “do well” if he or she doesn't know what “well” means; “study harder” doesn't mean anything if a student doesn't know how to study. Thus teachers must specify to themselves and to their students *the precise behavior* that is required. Then a student can know whether he or she has met the standard.

All very well and good; but what happens when students don't meet the standard? Carole Wade recently moved to a new community college, which has more black, Hispanic, and Asian students than

By sparing our students the pain of hard work, we also spare them the joy of success.

her previous school had. On the first test she gave them, half failed. What should she do: lower her standards for passing grades or bring the students up to them? She took a chance and decided to take the latter route. First, she gave the class an inspirational talk on the importance and satisfactions of hard work and then showed them *how* to do better. She made herself available to them; she tutored them in how to read, how to take exams. She organized the better students into helping and tutoring the poorer students, a cooperative procedure that helps both sides. Students who started with Ds in her class ended up with As.

Caring means *enforcing your standards consistently and fairly,* without exception. One student in a colleague's class did poorly in his course because he had a job and missed many classes. The student wanted a better grade. But the instructor put the matter this way: He told the student that he had made the right decision to put work ahead of school—"earning your bread and butter comes first"—but life consists of many such difficult and unbalanced choices. He explained it wouldn't be fair to others in the class to "care for him so much" that he makes an exception for him.

As this illustration shows, many lessons are learned in a classroom other than the specific subject matter: such as making choices *and what the consequences will be,* what's fair, the rules of life and work. Numerous studies have found that the best-respected employers, teachers, and parents do certain things in common: they don't make "loving" exceptions because then the employees, students, or children don't learn the lesson. But often, because we want to "be nice," we teach lessons we do not intend. One teacher I interviewed for my book on anger told of an angry child in her classroom who had taken to sticking pins in other children. "His parents are going through a bad divorce," she explained. "At least he is getting his anger out of his system." Perhaps; but by letting him do so she is also teaching an unintentional lesson—that when you are angry or unhappy it is all right to stick pins in other people.

Many teachers, like many parents, would spare their students suffering if they could—"they've had it hard," they say, "this poor person has had enough trouble [with disability or discrimination or poverty]." Or they say, "My childhood was rough for me, and I don't want my kids to go through what I had to." Such compassion is to be commended. But the irony of life is that by sparing our students the pain of hard work, we also spare them the joy of success. By making classes too easy for them now, we make life harder for them later.

Many students today have as their main goal "having fun," all the time. If some activity isn't "fun," they lose interest. Carole Wade and I both try to show students that being fully alive does not mean being happy all the time; it means to be on a roller coaster of experience and emotion. Some activities take effort, pain, struggle, and sweat, but the result is elation and exaltation. The expression on students' faces when they move from a D to an A, when they accomplish something difficult, is the reason we are in this business— but you *never see that expression on someone who just did something easy.* Students understand the importance of physical effort—"no pain, no gain"—in athletics; but it rarely occurs to them that the brain needs exercise and practice too. As the old proverb says, "Many complain of their looks, but none complain of their brains."

Next, I believe that *caring for students means sharing responsibility with them for their education*—and helping them realize that their learning comes from their own efforts as much as from what we offer them. Too many students have what we call in psychology an "external locus of control": they believe that their fate lies in the stars, that nothing they do will make a difference. Ultimately, knowledge is not something we can pour into their heads, as if their skulls contained empty pitchers instead of minds. Ultimately, students have the responsibility to take advantage of the teacher's knowledge. This is a fine line to draw, because it's easy for us to excuse ourselves, to put all the responsibility on our students: "If they don't know enough to listen to my pearls of wisdom, it's their problem." What we must do is not only teach them content, but we must teach them that they have the ability to learn the content.

[Space does not permit suggestions here for improving students' dispositions to learn, but I recommend Vincent Ruggiero's *Teaching Thinking Across the Curriculum* (Harper & Row, Publishers, 1988) for some highly practical and effective methods.]

Most of all, caring for students means not condescending to them. One professor recently reviewed Carole Wade's and my psychology textbook. She loved it, she said, but was not going to use it because "it is better to underestimate students than to overestimate them." I do not dispute her decision to choose another book, but I will dispute to my last breath that reason. Underestimating students is the attitude that produces boring teachers and bored students; it is the attitude that fosters mediocrity and stagnation; it is the attitude that creates a self-fulfilling prophecy, for by underestimating students we do not require their best—and therefore do not get it.

Underestimating students is the attitude that produces boring teachers and bored students.

In contrast, a teacher in the Bahamas recently used a far more difficult book that Carole and I wrote—*The Longest War: Sex Differences in Perspective*—in order to teach her illiterate students how to read. Not only did they learn to read (in order to read the book), they ended up writing a manifesto for their husbands! To underestimate students is to patronize and dismiss them.

Caring for Teaching

We care for our students by modeling not only the subject matter we teach, but also how we teach it. As teachers, we are—or are supposed to be—models of critical thinking, of self-reflection, of passionate commitment to our fields and to understanding. Yet many of us fall into one of two extreme "teaching traps": we become too rigid and punitive in the name of teaching students, or too permissive and tolerant in the name of loving them.

Years ago, psychologist Diana Baumrind conducted several studies on the effects of different parental styles on children. What she found, I believe, applies equally to teachers. *Authoritarian* parents exercise too much power ("do it because I say so, period"); *permissive* parents too little ("oh, do whatever you like, honey"). The results in both cases are often aggressive, manipulative children who are hard to discipline, who are unmotivated, who have little moral sense or self-control. In contrast, the middle way—the *authoritative* way—produces children who have good self-control, high self-esteem, and are cheerful and considerate. Authoritative parents and teachers are consistent in setting and enforcing specific rules; they set high expectations that are appropriate to the child's age; and they notice, approve of, and praise good behavior—instead of always punishing the behavior they dislike.

Although I mentioned earlier that caring for students means not making condescending exceptions for them because they have had a rough life, caring for *teaching* does mean making changes in our teaching style and curriculum, when necessary, to welcome students of different cultures and experiences. The field of psychology was, for too long, the study of the white male sophomore…rat. (They didn't even study female rats!) Many of us have had to rearrange our own thinking and teaching practices in order to understand—and welcome—the diverse array of students now in our classrooms. This is not "copping out" or "lowering our standards." We need to understand the special needs and experiences of students if we are to care for them enough to help them meet our standards.

Caring for Ourselves

I don't have to warn you about the dangers of "burnout" and depression among teachers. Only one profession in America burns out faster than teachers, and that is…dentists. Teachers are, of course, quick to blame themselves: "I should be more compassionate, I should care more, what's the matter with me?" When we can't marshall our enthusiasm and compassion, we blame ourselves for failure.

But the real reasons for burnout have to do with our working environments, not with a failure of personality or commitment. Teachers, like dentists, often get little feedback on how they are doing; they get few demonstrations of gratitude or respect. (It's a rare patient who thanks her dentist for a splendid root-canal job; mostly, dental patients just want to get away from the person who inflicted all that anguish. Likewise, it may take some students 20 years before they realize what you did for them.) Burnout results from a sense of laboring alone in the trenches with, it seems, *no one caring for you or the quality of your work.* As a result, many teachers (and dentists) end up working for extrinsic reasons—money, security, pensions, whatever—and in doing so, lose the intrinsic pleasures of work well done.

Ultimately, therefore, I think that teachers can best care for our students and for teaching by caring for ourselves as a profession. It is difficult for an individual teacher to maintain high classroom standards, for example, without the cooperation and support of other teachers and the administration. We must work together and stand together to improve and change working conditions, to gain the pay and respect the profession deserves.

To me, the real miracle is that so many teachers retain their commitment, their caring for students and the slow process of education, even in these difficult times. In the final analysis, many of us are like the old teacher who once said, "If I were Rockefeller, I'd be richer than Rockefeller." "How could that be?" asked his wife. "I'd do a little teaching on the side!"

*Dr. Tavris resides in Los Angeles. She is a visiting scholar and lecturer in the psychology department of the University of California at Los Angeles. She holds the Bachelor of Arts degree (*summa cum laude*) from Brandeis University, with majors in sociology and comparative literature. Her Ph.D. in social psychology was earned at the University of Michigan. Her articles appear frequently in professional journals and popular magazines. She is author of* Anger: The Misunderstood Emotion *(Simon & Shuster, 1982); and co-author (with Carole Wade) of* Psychology *(Harper & Row, Publishers, 1987).*

Liberal Arts, Cultural Literacy, and All That

Scott Nelson

Instructor of Political Science
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The presence of two books on similar topics on the nonfiction best-seller lists is normally not a cause for alarm. Usually we can count on these being related to the latest fads in dieting or investing. But recently we have seen a couple of tomes that relate directly to our profession. I refer to Allan Bloom's *The Closing of the American Mind* and *Cultural Literacy*, by E. D. Hirsch. While the symptoms they purport to expose are quite different, their diagnosis contains the kind of implications that should concern, if not surprise, us all: (a) students of today know very little about anything and (b) what they know is of little favorable utility to Western Civilization.

Scott Nelson

So what's new? This is the initial reaction from those of us who have probed the waters of student comprehension when it comes to fundamental knowledge about, well, *anything*. Each of us has our favorite anecdote of student ignorami, who are convinced that Socrates was an Indian chief, that Ozone is a town near Amarillo, and that photosynthesis is something one really ought to be ashamed of or at least careful about. Presumably, the Soviets can relax: self destruction is imminent. But wait a minute.

It might behoove us to take a little test. Be honest. How many of you who do not teach biology could pass a freshman biology test, any test, today? I can't. But I've seen them—trust me, they're scary. Even more terrifying, how many non-mathematicians could find "*x*" again with no tutoring or instruction? In what Shakespearean play do we find the character of Shylock, non-English majors? What happened to your education? Didn't you have these courses in college? Didn't you *learn* anything?

The reason those of us who think that milk comes from cartons need not be terribly alarmed is because if someone tossed us a zoology book or gave a brief lecture on cows we could probably understand most of it and figure out the rest. If we are able to do this, it is because we somehow acquired a decent liberal arts education; it has little to do with the specific courses on our transcripts. Often we learn these things *in spite* of our degree plans.

It would be interesting to try another test. Let's ask a panel of brain surgeons about Plato, or a team of engineers about Sigmund Freud. Chances are they would know a bit more than our students, but not much. You don't believe me? Listen carefully to specialists and the first thing you discover is that they have made up their own language, jargon, which allows them to "communicate" with one another but no one else. A nice byproduct from their perspective is to make the rest of us feel like idiots. Historically, the most famous offenders are lawyers, but the tragedy has not stopped with them.

A while back, an administrator told me that he wanted to "interface" with me. Before I sheepishly could respond that, er, naw, I don't guess so, no offense—thanks anyway, I dimly recalled the term from the instructions to my home computer. He wanted to talk, it seems. In this case, jargon from the Land of High Technology had infiltrated our conversation, with an effect that is all too common—that of muddying the waters rather than clarifying them. Unfortunately, the "technical" professions are just as infected with jargon as the sainted Halls of Academe: as a tiny example, we train nurses to memorize the mystic codes for such things as bleeding, throwing-up, even dying. Obviously some of the new vernacular is to protect the patient, but a closer inspection reveals the same old story. The Professions call the tune.

I submit that the problem is not mere ignorance but specialization. The academic "disciplines" that you and I routinely fight so hard to protect are usually the products of university turf wars, rather than anything sensible to civilization. And in the technical-vocational area, they often stem from transitory market forces or, worse, the latest hula hoops from hi-tech hucksters. It is all very depressing. But wait a minute.

Traditionally, when I've needed a handy Great Satan to blame for most of our problems, the colleges of education of our universities have always been reliable. I still have little doubt that they are the Forces of Darkness in many areas, but this

The future success of our students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend.

particular devil is burrowed deeper than the fun of scapegoating allows. It's in our bones as Americans.

There's something about us that makes us feel inadequate if we're not on the cutting edge of specialization. In academic areas, it manifests itself in esoteric courses and *avant garde* assignments. In technical fields it's the latest gizmos from the catalogues. Don't tell me that these are all necessary because of employer demands either: employers want people who can write memos that makes sense, even if they're in crayon. University professors, and I know plenty of them, are much more impressed by writing ability than mastery of content. Show me a person who can write a decent paragraph and I'll show you a person who can learn anything. Well, almost.

Yes, teachers must change and adapt to keep from getting stale. And obviously, the competitive jungle of the marketplace necessitates that we stay current. But it seems to me that the future success of out students is more dependent on their ability to respond to changes with confidence than in trying to hitch up to the latest trend. The Japanese have learned to specialize, but they have also learned to speak English.

In Texas we can see this little experiment firsthand. Those who are displaced by the oil crunch and make it in other professions often do so because of their ability to adapt and communicate in a variety of fields. Here's our liberal education again. If the experience of the past few years has taught us anything, it is that people will be changing jobs with startling frequency in the future. The community college must respond accordingly.

In a sense, liberal education and technical education are contradictory terms, are they not? Many in our profession think so. But those of us in academic areas need to remember that we, too, are often technocrats by training. I've been to Political Science conferences where it seems as if the participants have just descended from the Tower of Babel and are speaking in tongues. Ask them what the latest empirical study *means* and they often have great difficulty explaining it. The good teachers among them can do so with ease. What good is knowing something if you can't tell someone about it? The link between technical and liberal education lies in the use of *language*: I have no proposals for ending the problem, but it must *start* with language.

There is a gap in my suggestions so far. I've been avoiding an important point: mathematics is a language, too. So are Spanish, Latin, BASIC and PASCAL. Some employers and professors expect our students to know these things—things that cannot be dismissed as mere jargon. But as I listen to the instructors of mathematics and computer science, I hear a similar refrain to my own. Students don't understand us much of the time because their vocabularies are *tiny* when it comes to general cultural knowledge. Even logic must have a context, unless you're into the stratosphere of theory—the kind of stuff most of our students don't need from a community college anyway. All teachers make social comparisons, even ridiculous ones, to illustrate their points. Perspective is essential, and that is what is missing. The idea is that general verbal communication is the lowest common denominator of *all* instruction, to adopt a mathematical metaphor.

Quite simply, a sound curriculum contains lots of reading and writing. For academics, we can dump the departmental jargon as much as possible. A transfer student from our colleges with good general knowledge and verbal skill can beat the socks off one who has been lectured to by a university specialist fighting for tenure. "Articulation" with universities will take care of itself. For vocational teachers, we can insist on oral and written communication that makes sense to professionals and laypersons alike. As the lives and careers of our students inevitably change, we can do them no greater service.

This is not an argument for the "purity" of language or one for a "return to fundamentals." Language isn't like that. Besides, for me to argue for purity and fundamentalism of any sort would resemble Tammy Bakker advocating simple piety and the Natural Look. What we can do, however, is rely upon our own instincts as teachers when it comes to the learning process, instead of giving blind obedience to the academic and economic marketplace.

ADVISORY COMMITTEE ISSUES "FACT SHEET"

The Communications Advisory Committee of the Texas Higher Education Coordinating Board has been meeting on a monthly basis since its creation last fall. The advisory panel consists of 16 members—mainly public information officials for several community junior college districts and presidents of the major groups which function as advocates for the state's two-year postsecondary institutions. Chairperson of the committee is L. B. York, who chairs the board of trustees of the North Harris County College District. TJCTA has been represented on the panel by Mary Parker, and her position has been assumed by incoming state president Larry Shirts.

Members of the advisory committee designed a logo for use by community colleges and developed a "fact sheet" based on a 1987 Coordinating Board survey. The compilation of statistical data will be used by various groups in promoting community college education and in advancing two-year colleges' goals during the 1989 session of the Texas Legislature. The fact sheet includes the following points:

COMMUNITY COLLEGES
Where TEXANS Go To College

- Community colleges prepare students for transfer to four-year colleges or universities; train them for new careers or update their skills for existing jobs; and enable them to master basic English, reading, and mathematics skills. Community colleges also provide comprehensive community service and continuing education programs of vocational, personal enrichment, and business and industry support courses.
- More than half a million Texans attend community colleges. The state's 49 public community college districts reported a combined fall 1987 enrollment of 327,425—a net increase of 25,340 students over a year earlier. Another 176,325 enrolled in adult vocational courses, and more than 100,000 Texans signed up for personal enrichment courses which are supported totally by local user fees. The four campuses of the Texas State Technical Institute reported a combined fall 1987 enrollment of 8,686 students.
- Texas has the second largest total community college enrollment in the country, according to the most recent survey by the American Association of Community and Junior Colleges (fall 1985 data released in January 1987). Only California enrolled more community college students.
- More college freshmen and sophomores get their start at community colleges around the state. In degree programs, community colleges enroll 64 percent of all freshmen and sophomores, and 45 percent of all students in Texas public higher education.
- Data show that an almost equal percentage of graduates from Texas four-year institutions begin their education at community colleges (35 percent) as entered four-year institutions as freshmen (36 percent).
- Texas community colleges offer occupational training in more than 1,900 technical and vocational programs.
- According to the U.S. Census Bureau (1987), persons leaving community colleges with associate degrees can expect to earn an average starting salary of $16,152 a year—or $3,612 more than the average starting salary of high school graduates and almost double the starting salary of high school dropouts.
- Thirty-three of the state's 49 public community colleges, responding to a fall 1987 Coordinating Board survey, reported providing a wide variety of training and other support services to 1,542 different companies in the fiscal year ending August 1987. Examples of companies served include:
  - Mobil Oil Company
  - K-Mart
  - Tracor Aerospace
  - Kelley Springfield
  - Mitchell Energy
  - Standard Oil
  - Kroger
  - Central Power & Light
  - Texas Instruments
  - Mason & Hanger, Inc.
  - Celanese Chemical
  - Levi Strauss
  - Rockwell International
  - IRI International
  - Greyhound
- Texas public community colleges and technical institutes are accessible. Strategically located throughout Texas, the 49 community college districts (with their 66 campuses) and the four campuses of the Texas State Technical Institute are within easy driving distance of 90 percent of the population.
- Texas public community colleges ranked 37th in the nation in the average amount of tuition and fees charged resident students ($561) for 30 semester credit hours in 1986-87, according to *Tuition and Fees—A National Comparison* published in March 1987 by the Higher Education Coordinating Board, State of Washington. Texas ranked 35th in the nation in the average amount of tuition and fees ($1,496) charged nonresidents at public community colleges in the same period.
- Forty-three percent of the operating income for public community colleges comes from local sources (taxes, tuition, fees, other) and 57 percent from state appropriations.
- For fall 1986, the average age of community college students in Texas was 27—slightly older than the average age (25) of students at public senior institutions. Fifty-five percent are women.
- Minority students account for almost one-third of the state's public community college enrollment—and more minority students attend public community colleges than other kinds of higher education institutions in Texas.
- In fall 1987, Texas public community colleges enrolled 104,115 minority students compared with 73,319 enrolled in public senior colleges and universities. Black students make up 9.5 percent of the state's community college enrollments; Hispanics, 18.8 percent; and other minority groups, 3.4 percent. Nationwide, community colleges enroll 54 percent of Hispanic undergraduates and 43 percent of Black and Asian college students, according to the *Digest of Education Statistics, 1987*, Washington, D.C.: Center for Education Statistics, U.S. Department of Education.
- Dallas County Community College District is the largest undergraduate institution in Texas, enrolling 48,600 students in fall 1987. Community colleges range in size from Clarendon College, Frank Phillips College, and Ranger Junior College, each serving fewer than 1,000 students, to the larger districts like Dallas County, Alamo Community College District (30,858), and Tarrant County Junior College District (24,953).
- Two of the oldest community colleges in Texas are Weatherford College and Blinn College, both founded in the mid-1800s. The newest is Collin County Community College District (1985).
- More than 7,600 persons serve on citizen advisory committees to 33 of the state's 49 public community colleges responding to a fall 1987 Coordinating Board survey.

PROFESSIONAL STAFF POSITIONS AVAILABLE

ALVIN COMMUNITY COLLEGE: Assistant Director of Continuing Education and Evening School Program (12 month position); Instructor of Geology. Contact Office of Personnel, 3110 South Mustang Road, Alvin, Texas 77511.

AMARILLO COLLEGE: Instructor of Business Administration. Contact Personnel Office, P. O. Box 447, Amarillo, Texas 79178.

ANGELINA COLLEGE: Instructors of Accounting, English, and Sociology. Contact Dr. Patricia McKenzie, Dean of Instruction, P. O. Box 1768, Lufkin, Texas 75902.

BLINN COLLEGE: Instructors of Business Administration, English, History, and Mathematics. Contact Dr. Charles L. Cottingham, Vice President, Academic Affairs, Brenham, Texas 77833.

BRAZOSPORT COLLEGE: Instructors of Automotive Technology and Criminal Justice. Contact Personnel Office, 500 College Drive, Lake Jackson, Texas 77566.

CISCO JUNIOR COLLEGE: Business Manager; Computer Operator. Contact: Personnel Director, Route 3, Box 3, Cisco, Texas 76437.

COLLIN COUNTY COMMUNITY COLLEGE: Instructors of Biology, Mathematics, Developmental Math, Nursing, Physical Education, Horticulture, Developmental Writing, and Theatre; Reference Librarian. Contact Personnel Office, 2200 West University, McKinney, Texas 75069.

DEL MAR COLLEGE: Instructor of Electrical Engineering Technology; Cataloging Assistant, College Library. Contact Office of Human Resources, 101 Baldwin Boulevard, Corpus Christi, Texas 78404.

FRANK PHILLIPS COLLEGE: Instructor of Office Occupations/Accounting. Contact Dr. Vance W. Gipson, Vice President for Academic and Student Affairs, P. O. Box 5118, Borger, Texas 79008.

McLENNAN COMMUNITY COLLEGE: Instructors of Computer Data Processing and Respiratory Care Technology (Coordinator). Contact Office of Personnel Services, 1400 College Drive, Waco, Texas 76708.

NORTH HARRIS COUNTY COLLEGE DISTRICT: Business Manager; Counselor; Instructors of Accounting, Biology, Chemistry, Data Processing, Economics, English, History, Mathematics, Office Administration, Physical Education, Political Science, and Reading. Contact Personnel Office, 233 Benmar, Suite 150, Houston, Texas 77060.

NORTHEAST TEXAS COMMUNITY COLLEGE: Instructors of Chemistry, Physics or Geo-Physics, Government, and English. Contact Dr. James K. Archer, Dean of Academic Services, P. O. Box 1307, Mount Pleasant, Texas 75455.

ODESSA COLLEGE: Director of Planning and Research (12-month position); Associate Dean of Learning Resources Center (12-month position). Contact Personnel Office, 201 West University Boulevard, Odessa, Texas 79764.

SAN JACINTO COLLEGE—CENTRAL CAMPUS: Instructors of Accounting and General Business, Aeronautical Technology, Child Development, Development Studies, Medical Lab Technology, Respiratory Care Technology, Mathematics, Associate Degree Nursing (Medical-Surgical Nursing), Associate Degree Nursing (Psychiatric Nursing), Speech and Drama; Sound Recording Studio Engineer/Manager/Lab Instructor; Counselor (Financial Aids). *NORTH CAMPUS:* Instructors of Data Processing, Electronics, Physical Education (Women's Basketball Coach), Vocational Nursing, and Physics. *SOUTH CAMPUS:* Instructors of Accounting and General Business, English, Mathematics, Music (Jazz Band Director); Chairperson, Electro-Magnetic Division. Contact Personnel Office, 4624 Fairmont Parkway, Suite 106, Pasadena, Texas 77504.

TARRANT COUNTY JUNIOR COLLEGE—NORTHEAST CAMPUS: Instructors of General Business, Dental Hygiene, English, Physics, Natural Sciences (Department Chairperson). *NORTHWEST CAMPUS:* Instructor of Psychology. *SOUTH CAMPUS:* Instructor of Government; Assistant Director of Library Services. Contact Director of Compensation and Employment, 1500 Houston Street, Fort Worth, Texas 76102.

TEXAS STATE TECHNICAL INSTITUTE–SWEETWATER: Instructor of Computer Science Technology. Contact Personnel Office, Route 3, Box 18, Sweetwater, Texas 79556.